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AUTHOR Sugai, George; And Others
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ABSTRACT

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with basic assessment and evaluation procedures for use in identifying and evaluating disabled students. Included among those topics addressed in the individual sections of the module are the following: the direct intervention approach to instruction, a systematic model of instruction, reasons for and methods of conducting assessments, the purpose and procedures of educational diagnosis, domain-referenced testing, assessment of behavioral and social skills, and the difference between testable explanations and explanatory fictions. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

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C/SET

CORRECTIONAL/SPECIAL EDUCATION TRAINING PROJECT

TEACHER TRAINING MODULE #5:

ASSESSMENT OF EXCEPTIONAL INDIVIDUALS

Prepared by: Dr. George Sugai
University of Oregon

Editor: Dr. Mark Poaluszny
State University College
of New York @Buffalo

Technical
Editor: Jo'lene Ralston
Arizona State University

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PROJECT DIRECTOR

Dr. Robert B. Rutherford Jr.
Department of Special Education
Arizona State University
Tempe, Arizona 85287
(602) 965-1450

COORDINATOR OF INSERVICE CURRICULUM

Dr. C. Michael Nelson
Department of Special Education
University of Kentucky
Lexington, Kentucky 40506
(606) 257-7925

COORDINATOR OF PRESERVICE CURRICULUM

Dr. Bruce I Wolford
Department of Correctional Services
College of Law Enforcement
Eastern Kentucky University
Richmond, Kentucky 40475-0957
(606) 622-3636

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INTRODUCTION

This module is one in a series of training packages that have been designed for working with the handicapped adolescent and young adult in correctional settings. This particular module focuses on the Assessment of Exceptional Individuals. The complete set of C/SET Training Modules includes information on the following topics:

Module 1:	Correctional Education/The Criminal Justice System
Module 2:	Characteristics of Exceptional Populations (Juvenile and Adult)
Module 3:	Overview of Special Education
Module 4:	Overview of PL 94-142 and IEPs
Module 5:	Assessment of Exceptional Individuals
Module 6:	Curriculum for Exceptional Individuals
Module 7:	Instructional Methods and Strategies
Module 8:	Vocational Special Education

MODULE COMPONENTS

This module has been designed as a self-contained training package. It contains all the information and materials necessary to conduct training. Additional information and materials can be included at the discretion of the trainer.

Instructional Design Specifications. This cover page includes the following information:

Module Title
Competency Statement
Rationale Statement
Prerequisites

Module Objectives

Evaluation Procedures and Criteria

Learning Activities and Alternatives

Content Outline

References

Handouts

Overhead Transparency Masters

Training Evaluation Form

RECOMMENDED PREPARATION PROCEDURES

1. Review Materials. The trainer should thoroughly review the entire package and become familiar with the content of each component.

2. Conduct Needs Assessment.
   a. Type in the name and address of the trainer on the Needs Assessment Form.
   b. Duplicate the form and distribute to participants well in advance of the established training date(s).
      Note: Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero (e.g., 1.0, 2.0, 3.0). As such, each needs assessment question represents a very broad content area.

      A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for training or when there is a limited amount of time for training.
3. Review the completed Needs Assessment Forms.
4. Select the topics/content to be presented.
5. Formulate objectives for the training sessions. The major objectives are listed on the Module Objectives pages(s). In situations where the training is more highly focused, the trainer should formulate more specific objectives.
6. Determine evaluation instruments and procedures. Evaluation procedures and questions corresponding to the objectives are listed in the Evaluation Procedures and Criteria section. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.
7. Determine learning activities.
   a. Review the Content Outline section and select the content to be presented.
   b. Review the Learning Activities section and prepare learning activities that relate to the objectives.
      Note: It is recommended that the format of the training session include frequent participant activities in addition to a traditional lecture presentation. For maximum effectiveness the trainer should change the format of the session at least every 30 minutes. In most cases this will require the development of additional learning activities.
8. Prepare overhead transparencies.
   a. Select and make overhead transparencies that will be used in the training session.
   b. Additional transparencies should be developed by the trainer when specific information needs to be emphasized.

c. In some cases the trainer may need to enlarge the transparencies when the training session will be conducted in a large room. Some transparencies will need to be separated where two have been placed on a page.

9. Prepare handouts
   a. Select and duplicate handouts.
   b. Additional handouts and materials for activities should be developed as needed.

DELIVERY OF MODULE TRAINING

The following is a list of recommendations for trainers relating to the delivery of module instruction.

1. Select a site conducive to training by considering the following:
   a. adequate size
   b. temperature control
   c. ventilation
   d. acoustics

2. Provide comfortable, moveable chairs and a hard writing surface for each participant.

3. Begin with a welcome and introduction of yourself. Include information on your background, training, and experience.

4. Explain the purpose of training.
   a. Provide a rationale (see Instructional Design Specifications section).
   b. Display and/or distribute a copy of the objectives the participants are expected to meet.
   c. Provide participants with a content outline listing the major and secondary level topics to be presented.

5. Explain the evaluation procedures to the participants.

6. It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 90 minutes. Access to refreshments during the training period is recommended.

7. Inform participants of the time-frame you intend to follow.

8. Periodically summarize the information you have presented.

9. Encourage participants to ask questions, ask for clarification, and/or ask for additional examples.

TRAINING EVALUATION

At the conclusion of the training session(s), ask the participants to complete the Training Evaluation Form.

NEEDS ASSESSMENT

C/Set Module #5: ASSESSMENT OF EXCEPTIONAL INDIVIDUALS

Purpose: This module has been designed to meet the needs of individuals with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient and effective, please complete the following survey. Since we need this information to prepare for the actual training sessions, please return the survey as soon as possible to:

Instructions: Please rate each of the following items with one of the following indications:

1. High training priority ("must be covered")
2. Medium training priority ("I could use the information")
3. Low priority ("Not needed or applicable")

- -

Topic	Rating High	Med	Low
1. Direct Interventionest Approach	1	2	3
2. Critical Components of the Instructional Setting	1	2	3
3. Stages of Learning	1	2	3
4. Systematic Instruction	1	2	3
5. Assessment and Evaluation	1	2	3
6. Kinds of Assessment	1	2	3
7. Assessment Guidelines	1	2	3
8. Technical Aspects of Assessment	1	2	3
9. Basic Strategies for Assessing Academic Performance	1	2	3
10. What academic Skills to Assess	1	2	3
11. How to Assess Academic Skills	1	2	3
12. What Social Behaviors to Assess	1	2	3
13. How to Assess Social Skills	1	2	3
14. Indirect Observation Strategies	1	2	3
15. Direct Observation Strategies	1	2	3

What other concerns, needs, or questions do you have regarding the topic covered in this module?

Other comments, concerns, recommendations.

PROGRAM: C/SET Training Module

MODULE: Assessment of Exceptional Individuals

COMPETENCY: Upon completion of this module, participants should be able to utilize basic assessment and evaluation procedures when teaching the handicapped adolescent and young adult in correctional settings.

RATIONALE: In many correctional institutions, there is an over-representation of handicapped juvenile and adult offenders. It is estimated that up to 30% of the inmate population is handicapped. Although correctional education programs are offered in the vast majority of correctional facilities, these programs often do not meet the needs of handicapped offenders. An important aspect of an appropriate education program for handicapped students is the assessment of student strengths and weaknesses. Assessment is a critical aspect of curriculum planning and instruction.

PREREQUISITES: It is recommended that participants be familiar with principles of instruction and curriculum which are covered in the Curriculum and Methods modules.

Upon completion of this module, participants should be able to:

1. Describe the characteristics of a direct interventionist approach to instruction.
2. Describe the critical components of the classroom setting that affect instruction and learning.
3. Describe the definition and general instructional emphasis of each stage of learning.
4. Describe and illustrate the eight steps in a systematic model of instruction.
5. Describe the similarity and difference between "assessment" and "evaluation."
6. Describe the purpose of collecting assessment data.
7. Describe the characteristics for "summative" and "formative" assessment and evaluation.
8. Describe the role of "data-based decision making" in the systematic instruction model.
9. Describe the factors that characterize effective and efficient data-based decision making.
10. Describe the four levels of assessment.
11. Explain reasons for conducting assessments.
12. Describe the questions teachers should ask when they are describing the assessment situation.
13. Describe what needs to be done to plan a test exercise.
14. Describe questions that should be asked when describing what student performance will be evaluated.
15. Describe questions to be asked when designing a plan for rating and recording student performance.
16. When evaluating the technical aspects of assessment procedures and instruments, describe what prerequisite information must be considered.
17. Define and describe the following aspects that affect our confidence in an assessment procedure: reliability, validity, standard deviation, norm.
18. Define the purpose of "diagnosis."
19. Describe the components of a two-tiered approach to diagnosis.
20. Describe strategies for determining relative standing or peer comparisons.
21. Describe the characteristics and three components of domain-referenced testing.
22. Describe strategies and guidelines for defining item selection procedures.
23. Describe the characteristics and differences of selection and supply type items.
24. Describe the characteristics, guidelines, and considerations associated with the administration, scoring, and reporting of tests and test outcomes.
25. Explain why it is important to assess social skills.
26. Describe how to look at social behaviors in an objective and positive fashion.
27. Explain the differences among behavioral excesses, deficits, and assets.
28. Describe what social skills can be assessed.
29. Describe what should be assessed when assessing social skills.
30. Describe the six dimensions of a behavior.
31. Describe indirect observation strategies for assessing social skills.
32. Describe direct observation strategies for assessing social skills.
33. Describe what functional relationships are and how they are identified.
34. Describe the difference between testable explanations and explanatory fictions.

TO THE TRAINER: THE FOLLOWING ARE SAMPLES OF POSSIBLE TEST ITEMS THAT MAY BE USED TO MEASURE LEARNER PARTICIPATION IN THE ASSESSMENT MODULE. THESE ITEMS EMPHASIZE THE PARTICIPANT COMPETENCIES GIVEN IN THE TRAINER'S GUIDE. THE TRAINER SHOULD ADD AND DELETE ITEMS TO MEET THEIR INDIVIDUAL TEACHING SEQUENCES AND METHODS.

1. THE DIRECT, INTERVENTIONIST APPROACH TO INSTRUCTION IS CHARACTERIZED AS ACTIVE, RESPONSIBLE, FUNCTIONAL, AND

   A. PERFORMANCE-BASED
   B. PROCESS ORIENTED
   C. DYNAMIC
   D. NON-DIRECTED
   E. A & C

2. WHICH OF THE FOLLOWING IS/ARE CRITICAL COMPONENTS THAT MUST BE CONSIDERED IN PLANNING ASSESSMENT AND INSTRUCTION FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS?

   A. STUDENT CHARACTERISTICS
   B. TEACHER CHARACTERISTICS
   C. SOCIAL ENVIRONMENT
   D. SCHOOL OR EDUCATIONAL PLACEMENT
   E. ALL OF THE ABOVE

3. WHEN TEACHING A STUDENT WHO IS IN THE MAINTENANCE PHASE OF LEARNING, THE INSTRUCTIONAL MANIPULATIONS EMPHASIZE

   A. ANTECEDENT VARIABLES
   B. RESPONSE VARIABLES
   C. CONSEQUENCE VARIABLES
   D. A & B
   E. B & C

4. LIST THE EIGHT STEPS IN A SYSTEMATIC INSTRUCTION MODEL

   1. 2. 3. 4.

   5. 6. 7. 8.

5. SUMMATIVE ASSESSMENT PROCEDURES

   A. ARE THE SAME AS FORMATIVE ASSESSMENT PROCEDURES
   B. EMPHASIZE THE MEASUREMENT OF THE END OUTCOME OF LEARNING AND INSTRUCTION
   C. EMPHASIZE THE CONTINUOUS MEASUREMENT OF STUDENT PERFORMANCE
   D. EXAMINE THE COLLECTION OF BACKGROUND INFORMATION ABOUT A STUDENT
   E. A & D

6. "IF MIKE SCORES AT 65% OR LOWER FOR THREE CONSECUTIVE DAYS ON HIS VOCATIONAL EDUCATION ASSIGNMENTS, CHANGE INSTRUCTIONAL." THIS STATEMENT IS AN EXAMPLE OF A(N)

   A. FORMATIVE ASSESSMENT
   B. BEHAVIORAL OBJECTIVE
   C. DATA BASED DECISION RULE
   D. ERROR ANALYSIS
   E. PHASE OF LEARNING

7. FOR EACH OF THE FOUR LEVELS OF ASSESSMENT, GIVE AN EXAMPLE OF AN ASSESSMENT PROCEDURE

   A. LEVEL ONE

   B. LEVEL TWO

   C. LEVEL THREE

   D. LEVEL FOUR

8. DATA BASED DECISION-MAKING PROCEDURES ARE USED TO ASSESS STUDENT PERFORMANCE

   A. FORMATIVELY
   B. SUMMATIVELY
   C. CUMMULATIVELY
   D. EPISODICALLY
   E. INTERMITTENTLY

9. CHECK EACH STATEMENT THAT IS TRUE WITH RESPECT TO DATA-BASED DECISION MAKING

   ____ MEASUREABLE BEHAVIORS ARE REQUIRED

   ____ ACCURRACY LEVELS ARE MEASUREABLE

   ____ INDIRECT MEASUREMENT SYSTEMS ARE USED

   ____ MEASUREMENT PROCEDURES ARE IMPLEMENTED IN A SUMMATIVE MANNER

   ____ "IF...THEN..." STATEMENTS ARE USED

10. DESCRIBE WHAT QUESTIONS TEACHERS WOULD ASK THEMSELVES IN EACH STEP OF A SIMPLE ASSESSMENT PROCESS

STEP ONE: DESCRIBE THE ASSESSMENT SITUATION

STEP TWO: PLAN A TEST EXERCISE

STEP THREE: DESCRIBE THE PERFORMANCE TO BE EVALUATED

STEP FOUR: DESIGN A PLAN FOR RATING AND RECORDING PEFORMANCE

11. "TESTS SHOULD BE BIAS-FREE." ANOTHER WAY OF STATING THIS IS

A. ASSESS STUDENT FAMILIAL, FACIAL, AND SEXUAL HISTORIES.
B. ASSESS THE STUDENT'S OWN ATTITUDES AND BIASES.
C. ASSESS THE STUDENT'S ACTUAL PERFORMANCE
D. ASSESS THE MOTIVATION OR DRIVE BEHIND A STUDENT'S PERFORMANCE
E. ALL OF THE ABOVE

12. TRUE OR FALSE. "WHENEVER WE MEASURE SOMETHING, SOME DEGREE OF ERROR IS ALWAYS PRESENT."

13. TEACHERS CAN EVALUATE THE AMOUNT OF ERROR PRESENT IN THE MEASUREMENT OF A STUDENT'S PERFORMANCE BY USING THE FOLLOWING STATISTICS (CHECK ALL THAT APPLY)

A. RELIABILITY COEFFICIENTS
B. VALIDITY
C. STANDARD DEVIATIONS
D. NORMATIVE DATA
E. MEAN SCORE

14. MATCH THE TERM WITH THE PROPER DESCRIPTION

____ RELIABILITY ____ DIAGNOSIS ____ VALIDITY

A. REFERS TO THE DEGREE OF AGREEMENT IN REPEATED MEASURES OR ASSESSMENTS OF SOMETHING

B. REFLECTS THE EXTENT OR DEGREE TO WHICH A MEASUREMENT PROCEDURE MEASURES WHAT IT IS INTENDED TO MEASURE.

C. REFERS TO THE DEVELOPMENT OF AN ASSESSMENT SITUATION THAT IS DESIGNED TO ANALYZE A STUDENT'S CURRENT ACADEMIC SKILLS AND INTERFERING ERROR PATTERNS.

15. WHEN TEACHERS ENGAGE IN DIAGNOSIS AT THE "SURVEY" LEVEL FOR CONSTRUCTING ACADEMIC TEST MATERIALS, THEY SHOULD

A. TAKE RANDOM SAMPLES FROM A WIDE RANGE OF PROBLEMS
B. PRESENT PROBLEMS IN A RANDOM MANNER
C. GIVE STUDENTS INFORMATION ABOUT WHAT WILL BE INCLUDED IN A TEST
D. ALL OF THE ABOVE

16. TRUE OR FALSE A "TASK ANALYTIC" APPROACH TO DIAGNOSIS REQUIRES TEACHERS TO CLASSIFY THE TYPES OF STUDENT ERRORS THAT OCCUR AND TO DEVELOP MATERIALS FROM THESE IDENTIFIED ERRORS

17. WHEN TEACHERS USE A "PEER-COMPARISON" APPROACH TO ASSESSMENT, THEY ARE COMPARING THE STUDENT'S PERFORMANCE TO

A. SOME CURRICULUM-BASED PERFORMANCE CRITERION
B. A NORMATIVE BASE SO THAT AN IDEA OF RELATIVE STANDING CAN BE DETERMINED
C. CALCULATE THE AMOUNT OF GROWTH THE STUDENT HAS MADE OVER TIME
D. EVALUATE THE TECHNICAL ADEQUACY OF A TEST ITEM
E. ALL OF THE ABOVE

18. TRUE OR FALSE "STANDARDIZED" TESTS ARE CHARACTERIZED BY A WELL-DEFINED DOMAIN FROM WHICH ITEMS ARE SAMPLED AND A CRITERION FOR DETERMINING MASTERY.

19. LIST DIFFERENT STRATEGIES TEACHERS CAN USE TO MAXIMIZE STUDENT PERFORMANCE ON WRITTEN TESTS

20. EXPLAIN WHAT INFORMATION IS PRESENT AND MISSING IN THE FOLLOWING PERFORMANCE SCORING FORMATS

PERCENT SCORES

RATE SCORES

CUMULATIVE PERFORMANCE

NUMBER OF PROBLEMS CORRECT

21. TRUE OR FALSE SOCIAL SKILLS REQUIRE DIFFERENT ASSESSMENT PROCEDURES THAN THOSE USED WITH ACADEMIC PERFORMANCE.

22. TRUE OR FALSE SOCIAL SKILLS DO NOT HAVE TO BE TAUGHT AS ACADEMIC BEHAVIORS DO

23. GIVE THREE EXAMPLES OF KINDS OF BEHAVIOR FOR EACH OF THE FOLLOWING CATEGORIES

BEHAVIORAL EXCESSES

BEHAVIORAL DEFICITS

BEHAVIORAL ASSETS

24. DEFINE THE FOLLOWING BEHAVIORS INTO OPERATIONAL AND OBSERVABLE TERMS.

AGGRESSION

WITHDRAWAL

HONESTY

MANIPULATOR

HYPERACTIVE

LAZY

25. ONE OF THE MOST IMPORTANT REQUIREMENTS WHEN ASSESSING PROBLEM SOCIAL BEHAVIORS IS TO IDENTIFY

A. THE PARENTS INFLUENCE ON THE BEHAVIOR
B. THE UNDERLYING OR INTERNAL FACTORS THAT CONTRIBUTE TO THE PROBLEM
C. A SUITABLE REPLACEMENT RESPONSE FOR THE PROBLEM

26. DEFINE EACH OF THE FOLLOWING ASSESSMENT FACTORS

SETTING FACTORS

PRE-DISPOSING FACTORS

PRECIPITATING OR TRIGGERING FACTORS

CONTRIBUTING FACTORS

TIME FACTORS

BEHAVIOR DIMENSION FACTORS

27. IN ADDITION TO FREQUENCY OR RATE, BEHAVIORS CAN BE ASSESSED ACCORDING TO

A. INTENSITY
B. LOCUS OR PLACE
C. DURATION
D. LATENCY
E. TOPOGRAPHY OR SHAPE
F. ALL OF THE ABOVE

28. THERE ARE A NUMBER OF WAYS THAT SOCIAL SKILLS CAN BE ASSESSED WITHOUT DIRECTLY OBSERVING THE BEHAVIOR. NAME AT LEAST FOUR DIFFERENT METHODS.

1. 2.

3. 4.

29. DESCRIBE THE CONDITIONS UNDER WHICH TEACHERS MIGHT CONSIDER USING INDIRECT METHODS OF ASSESSING SOCIAL BEHAVIORS.

30. TRUE OR FALSE A FUNCTIONAL ANALYSIS IS A SIMPLE PROCEDURE PRIMARILY DESIGNED TO INDIRECTLY MEASURE THE FREQUENCY OR RATE WHEN A BEHAVIOR IS OBSERVED.

31. FUNCTIONAL RELATIONSHIPS ALLOW TEACHERS TO DETERMINE

A. CAUSE-EFFECT RELATIONSHIPS
B. PREDICTABLE BEHAVIORAL CHAINS
C. HYPOTHETICAL CONSTRUCTS
D. MEANINGFUL ADULT-PARENT-CHILD RELATIONSHIPS
E. ALL OF THE ABOVE

32. CHECK WHICH OF THE FOLLOWING STATEMENTS ARE "TESTABLE EXPLANATIONS"

____ WHENEVER THE TEACHER HAS A TRANSITION BETWEEN LESSONS THAT EXCEEDS FIVE MINUTES, THE NUMBER OF TALKOUTS INCREASES THREEFOLD.

____ IF ELLEN SITS NEXT TO SAM DURING MATH CLASS, JIM DOES NOT FINISH HIS WORK AND WILL TALK WITH ELLEN.

THE FOLLOWING ACTIVITIES HAVE BEEN DESIGNED TO ACCOMPANY THE PRESENTATION OF MODULE CONTENT. AN ATTEMPT HAS BEEN MADE TO PREPARE AT LEAST ONE ACTIVITY PER PARTICIPANT COMPETENCY. TRAINERS SHOULD NOT ATTEMPT TO PRESENT ALL ACTIVITIES, BUT INSTEAD SHOULD SELECT THOSE THAT BEST FACILITATE THE ACQUISITION AND PRACTICE OF DESIRED PARTICIPANT OUTCOMES. EACH ACTIVITIY HAS BEEN KEYED TO THE OUTLINE NUMBERING SYSTEM USED THROUGHOUT THE MODULE CONTENT OUTLINE.

SINCE SOME OF THE ACTIVITIES MAY REQUIRE THE PREPARATION OF MATERIALS AND/OR MAY REQUIRE DIFFERENT AMOUNTS OF TIME FOR COMPLETION, TRAINERS SHOULD BE THOROUGHLY FAMILIAR WITH TRAINER AND TRAINEE REQUIREMENTS.

2.0 INTRODUCTION

2.3 YOU HAVE BEEN ASKED TO PRESENT A TRAINING SESSION THAT INCLUDES A DESCRIPTION OF THE "DIRECT INTERVENTIONIST APPROACH" TO ASSESSMENT AND INSTRUCTIONAL PROGRAMMING. DESCRIBE A PRACTICAL EXAMPLE THAT ILLUSTRATES EACH OF THE CHARACTERISTICS OF THIS APPROACH.

3.0 CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING

3.2 THE ADOLESCENT AND YOUNG ADULT LEARNER BRING MANY FACTORS TO THE LEARNING ENVIRONMENT THAT MUST BE CONSIDERED WHEN ASSESSING LEARNER PERFORMANCE. DESCRIBE HOW EACH OF THESE FACTORS HAVE AFFECTED YOUR ASSESSMENT PRACTICES.

3.3 IDENTIFY SOME OF THE CHARACTERISTICS YOU, AS A TEACHER BRING TO THE CLASSROOM ENVIRONMENT AND EXPLAIN HOW IT AFFECTS YOUR ASSESSMENT PRACTICES.

3.4 DESCRIBE AND ILLUSTRATE THE MAJOR SOCIAL ENVIRONMENTAL INFLUENCES OF THE ADOLESCENT AND YOUNG ADULT THAT AFFECT YOUR ASSESSMENT EFFECTIVENESS AND DECISION MAKING.

4.0 STAGES OF LEARNING

4.2 IDENTIFY A STUDENT WITH WHOM YOU HAVE WORKED AND DESCRIBE HIS/HER PERFORMANCE DURING EACH OF THE FIVE PHASES OF LEARNING. INCLUDE THE ASSESSMENT EMPHASIS THAT SHOULD BE TAKEN AT EACH OF THE PHASES.

5.0 SYSTEMATIC INSTRUCTION

5.1 IDENTIFY A SPECIFIC SKILL THAT NEEDS TO BE TAUGHT TO A STUDENT WITH WHOM YOU ARE FAMILIAR; DESCRIBE THE ASSESSMENT STRATEGIES YOU WOULD INCLUDE IN EACH OF EIGHT STEPS IN THE SYSTEMATIC INSTRUCTIONAL MODEL.

8.0 ASSESSMENT AND EVALUATION

8.2.3 GIVE AN EXAMPLE HOW YOU USE SUMMATIVE AND FORMATIVE ASSESSMENT AND EVALUATION PROCEDURES IN YOUR CLASSROOMS.

8.2.3 EXPLAIN HOW A DATA-BASED, DECISION-MAKING SYSTEM MIGHT BE APPLIED IN DEVELOPING AN ASSESSMENT STRATEGY TO MONITOR A STUDENT'S PREPARATION OF A WEEKLY MEAL PLAN.

9.0 KINDS OF ASSESSMENT

9.1 A STUDENT IS BEING REFERRED INTO YOUR CLASSROOM. DESCRIBE THE TYPES OF INFORMATION YOU WOULD LIKE TO KNOW ABOUT THE SYSTEM FROM EACH OF THE FOUR LEVELS OF ASSESSMENT.

10.0 ASSESSMENT GUIDELINES

10.1 YOU ARE ASSESSING A STUDENT'S ACADEMIC PERFORMANCE, AND A PARENT ASKS YOU WHY YOU ARE DOING ASSESSMENTS. WHAT KIND OF GENERAL EXPLANATIONS WOULD YOU PROVIDE THE PARENT?

10.2 AS YOU APPROACH AN ASSESSMENT IN MS. TIRES' CLASSROOM, WHAT QUESTIONS SHOULD YOU BE PREPARED TO ASK HER CONCERNING THE CLASSROOM SITUATION?

10.3 AFTER YOU'VE ASSESSED MS. TIRES' CLASSROOM SITUATION, WHAT FACTORS NEED TO BE CONSIDERED WHEN PLANNING THE TEST EXERCISE?

10.4 FROM THE TEST EXERCISE PLANNING, STUDENT PERFORMANCE MUST BE EVALUATED. WHAT QUESTIONS WOULD YOU ASK YOURSELF IN DESCRIBING THE PERFORMANCE TO BE EVALUATED?

10.5 MS. TIRES HAS COLLECTED A LARGE AMOUNT OF DATA ON LEARNER PERFORMANCE, BUT NOW SHE NEEDS TO RATE AND RECORD THESE DATA. WHAT ADVICE AND GUIDELINES WOULD YOU PROVIDE HER?

11.0 TECHNICAL ASPECTS OF ASSESSMENT

11.1 MR. NELSON HAS REQUESTED EXAMINATION COPIES OF A NUMBER OF ACADEMIC SKILL ASSESSMENT INSTRUMENTS. WHAT PRE-REQUISITES SHOULD HE CONSIDER BEFORE PURCHASING AND ADMINISTERING ONE OF THESE INSTRUMENTS?

11.2 MR. NELSON REPORTS THAT HE WANTS TO DETERMINE THE CONFIDENCE LEVEL OF EACH INSTRUMENT, BUT HE IS CONFUSED ABOUT THE DIFFERENCES BETWEEN RELIABILITY, VALIDITY, STANDARD DEVIATIONS, AND NORM. EXPLAIN THESE TO MR. NELSON.

14.2 DIAGNOSIS

14.2.1 THE SCHOOL DIAGNOSTICIAN SAYS HIS BASIC RESPONSIBILITY IS THE "DIAGNOSIS OF INDIVIDUAL STUDENT STRENGTHS AND WEAKNESSES." WHAT DOES HE MEAN WHEN HE SAYS "DIAGNOSIS?"

14.2.2 WHEN CONDUCTING AN ACADEMIC DIAGNOSIS, HE USES A TWO-TIERED APPROACH: SURVEY AND ANALYSIS. DESCRIBE HOW THEY ARE DIFFERENT.

14.3 PEER COMPARISON OR RELATIVE STANDING

14.3.1 MS. FERNANDEZ HAS DEVELOPED A TEACHER-MADE TEST DESIGNED TO ASSESS STUDENT READING COMPREHENSION. WHAT GUIDELINES SHOULD SHE FOLLOW WHEN ADMINISTERING THE TEST TO A GROUP OF STUDENTS TO DETERMINE THEIR RELATIVE PERFORMANCE STANDINGS?

14.4 DOMAIN REFERENCED TESTING

14.4.1 MS. FERNANDEZ WANTS TO DEVELOP A DOMAIN REFERENCED TEST TO EVALUATE HER STUDENT'S BASIC CONSUMER MATH SKILLS. WHAT THREE COMPONENTS SHOULD SHE BE SURE TO COVER?

15.0 WHAT TO ASSESS

15.2 MS. FERNANDEZ WANTS TO VARY THE TYPES OF ITEMS SHE INCLUDES ON HER TEST. SHE WANTS TO USE MULTIPLE CHOICE, TRUE-FALSE, MATCHING, AND CLASSIFICATION TYPE ITEMS. WHAT GUIDELINES CAN YOU GIVE MS. FERNANDEZ TO HELP HER DECIDE WHICH TYPE OF ITEMS TO USE?

15.3 MS. FERNANDEZ HAS FORGOTTEN ABOUT SUPPLY TYPE ITEMS. WHAT ARE THE DIFFERENCES BETWEEN SELECTION AND SUPPLY TYPE ITEMS? HELP HER BY GIVING SOME EXAMPLES OF THE DIFFERENT SUPPLY TYPE ITEMS. USE BASIC CONSUMER MATH TYPE EXAMPLES.

16.0 HOW TO ASSESS ACADEMIC PERFORMANCE

16.2 MR. RUTHERFORD IS ABOUT TO ADMINISTER A SPELLING TEST THAT FOCUSES ON COMMON WORDS REQUIRED ON JOB APPLICATIONS. WHAT ADMINISTRATION CONSIDERATIONS SHOULD HE KEEP IN MIND TO IMPROVE THE ACCURACY AND UTILITY OF THE RESULTS?

16.3 MR. RUTHERFORD IS A GREAT PLANNER. HE KNOWS THAT THE PROCESS OF SCORING A TEST BEGINS BEFORE THE TEST IS ADMINISTERED. WHAT KINDS OF THINGS DOES HE CONSIDER WHEN PLANNING FOR THE SCORING OF A STUDENT'S PERFORMANCE ON A TEST?

16.4 MR. RUTHERFORD CAN'T DECIDE IF HE SHOULD REPORT HIS TEST RESULTS USING PERCENT OR RATE. WHAT KIND OF INFORMATION CAN YOU GIVE HIM TO HELP MAKE THE DECISION BETWEEN PERCENT AND RATING SCORING.

17.0 ASSESSING SOCIAL BEHAVIORS

17.4 MS. WOLFORD VIEWS HERSELF AS AN EXPERT IN ACADEMIC PROGRAMMING AND THINKS THAT SOCIAL SKILL TRAINING SHOULD BE THE RESPONSIBILITY OF THE FAMILY OR COMMUNITY. EXPLAIN WHY MS. WOLFORD SHOULD BE ASSESSING SOCIAL SKILLS.

18.0 WHAT SOCIAL SKILLS TO ASSESS

18.2 WHENEVER MR. NELSON ATTEMPTS TO ASSESS A STUDENT'S SOCIAL SKILLS HE GETS DISTRACTED BY HIS EMOTIONS AND FEELINGS ABOUT THE STUDENT. SUGGEST SOME WAYS THAT MR. NELSON COULD LOOK AT SOCIAL BEHAVIORS IN AN OBJECTIVE AND POSITIVE MANNER.

18.2.2 TO HELP MR. NELSON OUT, HOW WOULD YOU DISTINGUISH BETWEEN BEHAVIORAL EXCESSES, DEFICITY, AND ASSETS?

18.3 MR. NELSON IS OVERWHELMED BY THE VAST NUMBER OF BEHAVIORS THAT COULD BE ASSESSED. RATHER THAN TRYING TO EXPLAIN ALL THE POSSIBLE BEHAVIORS, DESCRIBE THE SIZE COMPONENTS THAT HE COULD ASSESS.

18.3.3 MR. NELSON THINKS THAT ASSESSMENT OF SOCIAL BEHAVIORS IS LIMITED TO THE FREQUENCY WITH WHICH THE BEHAVIORS OCCUR. WHAT ARE THE FIVE OTHER BEHAVIORAL DIMENSIONS THAT COULD BE MEASURED WHEN ASSESSING BEHAVIORS?

20.0 INDIRECT OBSERVATION STRATEGIES

20.1 MS. TINDAL FREQUENTLY FINDS THAT INDIRECT SOURCES OF INFORMATION CAN BE VERY INFORMATIVE. DESCRIBE THE MAJOR SOURCES FROM WHICH INFORMATION CAN BE OBTAINED ABOUT A STUDENT'S SOCIAL SKILLS.

21.0 DIRECT ASSESSMENT STRATEGIES OF SOCIAL SKILLS

21.2 WHEN MS. TINDAL GOES INTO A RELATIVELY NEW SETTING OR IS OBSERVING A NEW STUDENT, SHE WILL FREQUENTLY CONDUCT A FUNCTIONAL ANALYSIS. SET UP A FUNCTIONAL ANALYSIS RECORDING SHEET. BE SURE TO INCLUDE THE NECESSARY COMPONENTS.

21.2 TAKE MS. TINDAL'S FUNCTIONAL ANALYSIS FORM TO A CLASSROOM SETTING WITH THREE OR MORE STUDENTS. PICK ONE STUDENT AND DO A FUNCTIONAL ANALYSIS ON HIS/HER BEHAVIORS.

21.2 DEVELOP POSSIBLE TESTABLE EXPLANATIONS. EXPLAIN HOW THEY MIGHT BE TESTED.

21.2.3 MS. TINDAL FINDS THAT ROB TALKS BACK TO ADULTS BECAUSE HE IS A JUVENILE DELINQUENT. IS THIS STATEMENT A TESTABLE EXPLANATION OR AN EXPLANATORY FICTION? EXPLAIN YOUR ANSWER.

1.0 THE DIRECT INTERVENTIONIST APPROACH

1.1 A DIRECT INTERVENTIONIST APPROACH TO EDUCATING HANDICAPPED ADOLESCENTS AND YOUNG ADULTS IN CORRECTIONAL SETTINGS WILL BE MAINTAINED THROUGHOUT THIS MODULE ON ASSESSMENT AND EVALUATION.

THIS PERSPECTIVE IS CHARACTERIZED AS (REFER TO METHODS MODULE FOR MORE INFORMATION) (DISPLAY T-1.1):

1.1.1 ACTIVE IN THAT TEACHING AND CURRICULUM DECISIONS ARE ACTIVELY DIRECTED BY THE TEACHER.

1.1.2 RESPONSIBLE IN THAT THE TEACHER ASSUMES THE RESPONSIBILITY FOR BOTH SUCCESSFUL AND UNSUCCESSFUL STUDENT LEARNING AND CURRICULUM OUTCOMES.

1.1.3 FUNCTIONAL IN THAT THE CURRICULUM AND CONTENT OF INSTRUCTION

(a) CAN BE DIRECTLY AND IMMEDIATELY APPLIED IN THE STUDENT'S ACADEMIC, SOCIAL, AND VOCATIONAL ENVIRONMENTS, AND

(b) INCREASE THE LIKELIHOOD OF SUCCESSFUL FUNCTIONING IN FUTURE SETTINGS.

1.1.4 PERFORMANCE BASED IN THAT CURRICULUM EFFECTIVENESS IS DETERMINED BY EVALUATING OBSERVABLE AND MEASURABLE STUDENT PERFORMANCE.

1.1.5 DYNAMIC IN THAT INSTRUCTIONAL AND CURRICULAR ADJUSTMENTS ARE MADE CONTINUOUSLY AND ARE BASED ON STUDENT PERFORMANCE.

2.0 CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING

2.1 WHEN MEASURING STUDENT SKILL LEVELS OR PERFORMANCE ABILITIES (EITHER ACADEMIC OR SOCIAL BEHAVIORS), IT IS CRITICAL TO CONSIDER THE SETTING CONTEXT IN WHICH THE BEHAVIOR IS OCCURRING.

2.1.1 STUDENTS DO NOT LEARN OR PERFORM IN A VACUUM... LEARNING IS USUALLY DIRECT AND INTENTIONAL. TEACHERS PRESENT THE CURRICULUM, MANIPULATE THE INSTRUCTION, AND GIVE REWARDING OR CORRECTIVE FEEDBACK IN A MANNER THAT IS SYSTEMATIC AND DIRECT.

(a) THESE TEACHER VARIABLES MUST BE ASSESSED WHEN EVALUATING STUDENT LEARNING.

2.1.2 SIMILARLY, LEARNING CAN BE UNINTENTIONAL AS WELL AS INTENTIONAL. THE TEACHER CAN ONLY CONTROL AND MANIPULATE A LIMITED NUMBER OF INSTRUCTIONAL VARIABLES.

(a) THESE VARIABLES RESIDE OUTSIDE THE INSTRUCTIONAL PROCEDURES AND CURRICULUM... AND MAY OR MAY NOT BE INFLUENTIAL TO STUDENT LEARNING OR PERFORMANCE.

(b) THESE VARIABLES ARE ASSOCIATED WITH AND/OR CONTROLLED BY

- THE STUDENT
- THE TEACHER
- THE SOCIAL ENVIRONMENT WHICH INCLUDES
  - PARENTS/FAMILY OF THE STUDENT
  - PEER GROUP
  - SCHOOL ENVIRONMENT

2.1.3 WE'LL TALK ABOUT EACH OF THESE BRIEFLY. A MORE DETAILED AND DESCRIPTIVE DISCUSSION CAN BE FOUND IN THE METHODS MODULE (DISPLAY T-2.1.3).

2.2 THE STUDENT BRINGS FACTORS TO THE LEARNING ENVIRONMENT WHICH MUST BE CONSIDERED IN PLANNING INSTRUCTION.

2.2.1 THE STUDENT'S HANDICAPPING CONDITION OR BEHAVIORS

(a) MOTOR/PHYSICAL LIMITATIONS
(b) SENSORY IMPAIRMENTS (VISUAL, AUDITORY, KINESTHETIC, ETC.)
(c) BEHAVIORAL INTERFERENCES

- BEHAVIORAL EXCESSES, SUCH AS AGGRESSION AND HYPERACTIVITY

- BEHAVIORAL DEFICITS, SUCH AS LOW RATES OF VERBAL INTERACTIONS OR OTHER UNLEARNED SKILLS

(d) LEARNING DEFICITS WHICH GENERALLY INCLUDE UNLEARNED ACADEMIC PREREQUISITE SKILLS.

2.2.2 THE STUDENT'S BIOLOGY OR INHERITED CHARACTERISTICS

(a) PHYSICAL ANOMALIES
(b) METABOLIC ANOMALIES
(c) SENSORY ANOMALIES

2.2.3 THE STUDENT'S PARENTAL/FAMILY DYNAMICS

(a) RACIAL, CULTURAL, RELIGIOUS CHARACTERISTICS
(b) VOCATIONAL/FINANCIAL/ECONOMIC STATUS
(c) PARENTING STYLE, BOTH AFFECT AND BEHAVIOR MANAGEMENT STYLE,

E.G., AUTHORITARIAN • DICTATORIAL, UNDEMOCRATIC, UNCOMPROMISING.

AUTHORITARIAN • DEMOCRATIC, COMPROMISING.

PERMISSIVE • NONDIRECTIVE, PERMISSIVE
UNQUESTIONING.

2.2.4 THE STUDENT'S LEARNING HISTORY

(a) ACADEMIC HISTORY
(b) SOCIAL SKILL HISTORY

2.2.5 THE STUDENT'S EDUCATIONAL PLACEMENT HISTORY

(a) REGULAR EDUCATION
(b) SPECIAL EDUCATION
(c) CORRECTIONS

2.3 NOT ONLY MUST TEACHERS ASSESS AND CONSIDER THE STUDENT'S CHARACTERISTICS AND LEARNING PERFORMANCES, THEY MUST ALSO ASSESS AND EVALUATE THEIR OWN INFLUENCING OR BIASING CHARACTERISTICS.

2.3.1 THE TEACHER'S BIOLOGY OR INHERITED CHARACTERISTICS

(a) PHYSICAL ANOMALIES
(b) METABOLIC ANOMALIES
(c) SENSORY ANOMALIES

2.3.2 THE TEACHER'S BACKGROUND HISTORY

(a) RACIAL, CULTURAL, RELIGIOUS CHARACTERISTICS
(b) VOCATIONAL/FINANCIAL/ECONOMIC STATUS
(c) FAMILIAL HISTORY, BOTH AFFECTIVE AND MANAGEMENT

STYLE, I.E., AUTHORITARIAN, AUTHORITATIVE,
PERMISSIVE

2.3.3 THE TEACHER'S LEARNING HISTORY

(a) ACADEMIC HISTORY
(b) SOCIAL SKILL HISTORY

2.3.4 THE TEACHER'S EDUCATIONAL HISTORY

(a) TEACHER TRAINING EXPERIENCES
(b) PREVIOUS EMPLOYMENT HISTORY
(c) CURRENT EMPLOYMENT PERSPECTIVES, REQUIREMENTS, LIMITATIONS, ETC.

- INCLUDING FINANCIAL SUPPORT, EDUCATIONAL PHILOSOPHY, ADMINISTRATIVE SUPPORT, MATERIAL AND SERVICE RESOURCES, ETC.

2.4 THE SOCIAL ENVIRONMENT OF THE ADOLESCENT HAS A SIGNIFICANT INFLUENCE ON INSTRUCTIONAL PROGRAMMING AND TEACHING EFFECTIVENESS, ESPECIALLY WITH RESPECT TO ACADEMIC AND SOCIAL BEHAVIOR MANAGEMENT... THUS, IT ALSO MUST BE CAREFULLY TAKEN INTO CONSIDERATION DURING THE ASSESSMENT OF ACADEMIC AND SOCIAL BEHAVIORS.

2.4.1 AS MENTIONED ABOVE, THE PARENTS/FAMILY OF THE ADOLESCENT SHAPE THE STUDENT'S VALUES, ATTITUDES, OVERT BEHAVIORS, ETC.

2.4.2 PEERS AND THE ROLE OF THE ADOLESCENT IN THE PEER GROUP MUST BE CONSIDERED DURING ASSESSMENT PROCEDURES.

(a) THE ROLE OF THE PEER GROUP BECOMES MORE IMPORTANT IN SHAPING SOCIAL BEHAVIORS DURING ADOLESCENCE THAN DURING EARLY CHILDHOOD EXPERIENCES.
(b) THE ADOLESCENT MUST DEAL WITH RULES AND GUIDELINES ASSOCIATED WITH POPULARITY, LEADERSHIP, AND FOLLOWERSHIP. EACH ADOLESCENT IN EACH PEER GROUP DISPLAYS BEHAVIORS WHICH ESTABLISH A VARIETY OF ROLES, I.E., LEADER, FOLLOWER, INSTIGATOR, SCAPEGOAT, FALLGUY, ETC.

2.4.3 THE SCHOOL OR EDUCATIONAL PLACEMENT ALSO AFFECTS THE SOCIAL AND ACADEMIC DEVELOPMENT OF THE ADOLESCENT (KAUFFMAN, 1985).

(a) INSENSITIVIY TO STUDENT'S INDIVIDUALITY

- FAILURE TO ACCOMMODATE INDIVIDUAL LEARNING AND BEHAVIORAL DIFFERENCES

(b) INAPPROPRIATE EXPECTATIONS

- TEACHER EXPECTANCIES AFFECT HOW TEACHERS BEHAVE TOWARD INDIVIDUAL STUDENTS

(c) INCONSISTENT MANAGEMENT

- CONDITION UNDER WHICH TEACHER BEHAVIOR CANNOT BE PREDICTED BY STUDENTS

(d) INSTRUCTION IN NONFUNCTIONAL AND IRRELEVANT SKILLS

- STUDENTS MUST ASSESS AND BE CONVINCED THAT A PARTICULAR LEARNING ACTIVITY IS IMPORTANT AND THAT IT IS IMPORTANT IN THE FUTURE.

- TEACHERS MUST ASSESS FOR AND SELECT INSTRUCTIONAL SKILLS THAT ARE FUNCTIONAL AND PRODUCE CRITICAL EFFECTS, I.E., THOSE BEHAVIORS WHICH WILL BE ASSOCIATED WITH REWARDING OUTCOMES.

(e) NEFARIOUS CONTINGENCIES OF REINFORCEMENT

- E.G., THE STUDENT RECEIVES ATTENTION WHICH STRENGTHENS AND MAINTAINS INAPPROPRIATE BEHAVIORS.

- THERE IS ALSO A FAILURE TO PROVIDE REGULAR ATTENTION AND FEEDBACK FOR APPROPRIATE BEHAVIORS.

(f) UNDESIRABLE MODELS

- BOTH DESIRABLE AND UNDESIRABLE BEHAVIORS MAY BE MODELED BY TEACHERS AND PEERS.

2.4.5 THE SOCIAL DEVELOPMENT OF THE ADOLESCENT IS AFFECTED BY WHAT IS PRESENTED AND EMPHASIZED IN THE MASS MEDIA. KNOWING WHAT COMPONENTS OF THE MEDIA INFLUENCES LEARNING AND BEHAVIOR CAN BE A POWERFUL PIECE OF EVALUATION KNOWLEDGE.

(a) TELEVISION

- TV AGGRESSION IS AFFECTED BY THE STUDENT'S ABILITY TO DISCRIMINATE BETWEEN WHAT IS FANTASY AND REALITY. THE MORE REALITY-BASED THE STUDENT'S ABILITY TO INTERPRET WHAT IS VIEWED, THE LESS LIKELY THE AGGRESSIVE BEHAVIOR WILL BE MODELED OR LEARNED.

- MUSIC TRENDS

- CLOTHING AND DRESS HABITS

- MOVIES

3.0 STAGES OF LEARNING

3.1 THE ASSESSMENT AND EVALUATION OF THE ACADEMIC AND SOCIAL BEHAVIOR OF THE HANDICAPPED ADOLESCENT OR YOUNG ADULT SHOULD BE CONDUCTED WITHIN THE CONTEXT OF THE KIND OF LEARNING THE STUDENT IS ENGAGED IN.

3.1.1 BY ASSESSING AT WHAT STAGE OF LEARNING A STUDENT IS FUNCTIONING, SPECIFIC REMEDIAL INTERVENTIONS AND STRATEGIES MAY BE IMPLEMENTED.

- FOR EXAMPLE, INSTRUCTIONAL PROGRAMMING WOULD BE DIFFERENT FOR A SKILL THAT IS BEING TAUGHT AND LEARNED FOR THE FIRST TIME (ACQUISITION) THAN FOR A SKILL THAT HAS BEEN MASTERED BUT NEEDS TO BE PRACTICED FOR IMPROVED FLUENCY OR PROFICIENCY.

- E.G., THE STUDENT WHO FAILS TO CALCULATE THE CORRECT ANSWER FOR A LONG DIVISION PROBLEM BECAUSE S/HE IS LEARNING THE COMPUTATION SEQUENCE FOR THE FIRST TIME WOULD RECEIVE DIFFERENT INSTRUCTION THAN THE STUDENT WHO HAS MASTERED THE SKILL BUT FAILS TO SHOW CONSISTENT PERFORMANCE OVER TIME.

- IN THE FORMER CASE, A SERIES OF COMPUTATIONAL RULES WOULD BE TAUGHT, I.E., ANTECEDENT INSTRUCTIONAL MANIPULATIONS WOULD BE CONDUCTED.

- IN THE LATTER CASE, THE RULES HAVE BEEN LEARNED; SO THE INSTRUCTIONAL EMPHASIS WOULD BE PLACED ON "MOTIVATING" THE STUDENT TO SHOW MORE CONSISTENT PERFORMANCE, I.E., CONSEQUENCE MANIPULATIONS.

3.2 THE DIFFERENT KINDS OF LEARNING STAGES MAY BE CHARACTERIZED IN ONE OF FIVE DIFFERENT WAYS. EACH OF THESE MIGHT REQUIRE A DIFFERENT INSTRUCTIONAL EMPHASIS (DISPLAY T-3.2).

3.2.1 ACQUISITION PHASE OF LEARNING

(a) DEFINITION - CONDITION IN WHICH A STUDENT HAS NEVER DISPLAYED THE SKILL OR HAS SHOWN IT AT EXTREMELY LOW CORRECT RATES.

- FOR EXAMPLE, A STUDENT WHO HAVE NEVER OWNED A CHECKING OR SAVINGS ACCOUNT PROBABLY WOULD NOT BE ABLE TO BALANCE HIS/HER ACCOUNT WITHOUT SPECIFIC INSTRUCTIONAL ASSISTANCE.

(b) GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON STRATEGIES WHICH EMPHASIZE THE PRESENTATION OF INSTRUCTION AND THE SHAPING OF CORRECT RESPONSES.

- FOCUS ON REGULAR AND MEANINGFUL FEEDBACK FOR CORRECT RESPONDING AND ON CORRECTIVE FEEDBACK FOR STUDENT ERRORS.

3.2.2 FLUENCY OR PROFICIENCY PHASE OF LEARNING

(a) DEFINITION - CONDITION IN WHICH THE STUDENT HAS DEMONSTRATED ACCURATE RESPONSES BUT INADEQUATE RATES OR FREQUENCIES OF RESPONDING, I.E., TOO FAST OR TOO SLOW.

- FOR EXAMPLE, A STUDENT MAY BE ABLE TO FILL OUT A JOB APPLICATION FORM ACCURATELY, BUT IT TAKES HIM/HER THREE TIMES AS LONG AS HIS/HER PEERS TO COMPLETE ONE APPLICATION.

(b) GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON THE KIND OF FEEDBACK GIVEN FOR CORRECT RESPONDING. THE GOAL IS TO INCREASE THE STUDENT'S "MOTIVATION" BY GIVING HIM/HER IMMEDIATE AND POSITIVE FEEDBACK FOR CORRECT RESPONSES AND RATES. AFTER THE DESIRED PROFICIENCIES HAVE BEEN DEMONSTRATED, THE TEACHER WOULD GRADUALLY DECREASE THE AMOUNT AND FREQUENCY OF FEEDBACK.

3.2.3 MAINTENANCE PHASE OF LEARNING

(a) DEFINITION - CONDITION IN WHICH THE STUDENT HAS DEMONSTRATED ACCURATE AND FLUENT RESPONDING AND THIS LEVEL OF RESPONDING ENDURES OVER TIME.

- FOR EXAMPLE, A STUDENT MAY BE ABLE TO DEMONSTRATE ACCURATE AND PROFICIENT TYPING SKILLS; BUT AFTER A PERIOD OF TIME, S/HE IS UNABLE TO DEMONSTRATE THE SAME LEVELS OF TYPING.

(b) GENERAL INSTRUCTION EMPHASIS

- FOCUS ON MAKING INSTRUCTIONAL FEEDBACK/REINFORCEMENT EVEN MORE INTERMITTENT. ALSO INCREASE THE DELAY BETWEEN THE STUDENT'S RESPONSE AND THE TEACHER'S FEEDBACK. AGAIN, THE ATTENTION IS FOCUSED ON INCREASING THE STUDENT'S "MOTIVATION" TO MAINTAIN ACCEPTABLE PERFORMANCE OVER TIME.

3.2.4 GENERALIZATION PHASE OF LEARNING

(a) DEFINITION - CONDITION IN WHICH THE STUDENT HAS ACQUIRED A PROFICIENT AND ENDURING INSTRUCTIONAL RESPONSE WHICH IS ALSO OBSERVED UNDER DIFFERENT INSTRUCTIONAL OR TRAINING CONDITIONS.

- FOR EXAMPLE, A STUDENT MAY BE COMPETENT AT USING A TIME CLOCK CORRECTLY AND PROFICIENTLY IN THE CLASSROOM SITUATION, BUT DOES NOT DISPLAY THE SKILL AT HIS/HER JOB AFTER SCHOOL.

(b) GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON TEACHING THE INSTRUCTIONAL BEHAVIOR OR SKILL UNDER VARIED TRAINING CONDITIONS, I.E., VARY INSTRUCTIONAL MATERIALS, TRAINERS, SETTINGS, ETC.

3.2.5 ADAPTATION PHASE OF LEARNING

(a) DEFINITION - CONDITION IN WHICH THE STUDENT MODIFIES A LEARNED BEHAVIOR TO PRODUCE SUCCESSFUL OUTCOMES UNDER VARIED INSTRUCTIONAL OR RESPONSE CONDITIONS. IT IS ALSO DESCRIBED AS THE APPLICATION OF PROBLEM SOLVING SEQUENCES TO NOVEL STIMULUS CONDITIONS. IT INVOLVES ADAPTING A SKILL TO MEET THE REQUIREMENTS OF A NEW SITUATION.

- FOR EXAMPLE, A STUDENT MAY BE COMPETENT AT USING A COIN-OPERATED WASHING MACHINE, BUT IS UNABLE TO RUN A SIMILAR MACHINE THAT IS NOT COIN-OPERATED.

(b) GENERAL INSTRUCTIONAL STRATEGY

- FOCUS ON TEACHING RULE-GOVERNED BEHAVIORS UNDER A VARIETY OF ENVIRONMENTAL CONDITIONS WHICH REQUIRE ADJUSTMENTS OF THE INSTRUCTIONAL BEHAVIORS FOR SUCCESSFUL OUTCOMES.

- FOCUS ON TEACHING PROBLEM SOLVING SEQUENCES WHICH CAN BE APPLIED TO A VARIETY OF RESPONSE OR SETTING CONDITIONS.

4.0 SYSTEMATIC INSTRUCTION

4.1 FOR LEARNING TO BE EFFECTIVE AND EFFICIENT, INSTRUCTION MUST BE STRUCTURED, MEANINGFUL, AND DIRECT. THE SYSTEMATIC INSTRUCTION MODEL (LYNCH, MCGUIGAN, & SHOEMAKER, 1983) PROVIDES A FORMAT AND PROCESS FOR MAXIMIZING LEARNING AND INSTRUCTIONAL EFFECTIVENESS. IT ALSO PERMITS THE TEACHER TO TRANSLATE MATERIAL DIRECTLY AND SYSTEMATICALLY FROM THE IEP (INDIVIDUAL EDUCATION PLAN) TO ACTUAL CLASSROOM INSTRUCTION. MANY OF THE SAME COMPONENTS FOUND ON THE I.E.P. CAN BE FOUND IN ONE OR MORE OF THE STEPS OF THE SYSTEMATIC INSTRUCTIONAL MODEL.

4.1.1 BEING FAMILIAR WITH THE STEPS IN THE INSTRUCTIONAL PROCESS WILL FACILITATE THE ASSESSMENT AND EVALUATION OF LEARNER PERFORMANCE.

4.1.2 THE SYSTEMATIC INSTRUCTION PROCESS CONSISTS OF EIGHT ESSENTIAL STEPS (DISPLAY T-4.1.2).

(a) ASSESS STUDENT STRENGTHS AND WEAKNESSES.

- FOR EXAMPLE, BILL WOULD LIKE TO GET HIS DRIVER'S LICENSE. WE WOULD FIRST ASSESS WHAT "RULES-OF-THE-ROAD" HE ALREADY KNOWS AND CAN DEMONSTRATE. WE WOULD ALSO NEED TO EVALUATE HIS PREREQUISITE SKILLS, SUCH AS HIS READING AND WRITING ABILITIES, HIS PREVIOUS DRIVING EXPERIENCES AND PRACTICE, ETC. THIS INFORMATION WOULD DICTATE WHAT WE WOULD TEACH, AND WHAT BILL WOULD HAVE TO LEARN.

(b) SET LONG TERM OBJECTIVES. IDENTIFY INSTRUCTIONAL BEHAVIORS TO BE TAUGHT.

- FOR EXAMPLE, A LONG TERM OBJECTIVE MIGHT FOCUS ON BILL'S LEARNING TO NAME TWENTY ROAD SIGNS BY NAME AND FUNCTION WHEN THEY ARE PRESENTED ON SLIDES.

(c) SET SHORT TERM OBJECTIVES. IDENTIFY INSTRUCTIONAL BEHAVIORS FROM A TASK ANALYSIS OF THE LONG TERM OBJECTIVE.

- GIVEN BILL'S PRIOR LEARNING HISTORY, WE MIGHT WANT TO BREAK THE PREVIOUS LONG TERM OBJECTIVE INTO FOUR SHORT TERM OBJECTIVES. INSTRUCTIONALLY, BILL WOULD FIRST LEARN FIVE BASIC SIGNS. THE NEXT OBJECTIVE WOULD REQUIRE HIM TO LEARN FIVE NEW SIGNS AS WELL AS BE ABLE TO RECALL THE FIVE SIGNS FROM THE PREVIOUS SHORT TERM OBJECTIVE... ETC.

(d) WRITE AN INSTRUCTIONAL PLAN. FOCUS ON INSTRUCTIONAL MANIPULATIONS TO BE CONDUCTED BY THE TEACHER TO TEACH TO THE LONG AND SHORT TERM OBJECTIVES.

- GIVEN THE SHORT TERM OBJECTIVES WE'VE IDENTIFIED, WE MIGHT DEVELOP AN INSTRUCTIONAL PLAN THAT REQUIRES BILL TO TAKE A PICTURE OF EACH SIGN WITH A POLAROID CAMERA AND TO CREATE A POSTER FOR EACH SIGN WHICH DISPLAYS ITS MEANING. THIS ACTIVITY MIGHT BE FOLLOWED BY A LESSON USING SLIDES OF THE SAME SIGNS AND REQUIRING BILL TO NAME THE SIGN AND DESCRIBE ITS FUNCTION OR MEANING.

(e) WRITE A MEASUREMENT PLAN. IDENTIFY WHAT AND HOW STUDENT RESPONSES WILL BE ASSESSED AND EVALUATED.

- THE MEASUREMENT PLAN WOULD CONSIST OF A SIMPLE DAILY PROBE THAT REQUIRES BILL TO NAME ALL SIGNS TO WHICH HE HAS BEEN INTRODUCED.

(f) IMPLEMENT THE INSTRUCTIONAL AND MEASUREMENT PLANS.

- ONCE THE ABOVE STEPS HAVE BEEN COMPLETED, WE WOULD PUT OUR LESSON ON ROAD SIGNS INTO EFFECT, AND WE WOULD IMPLEMENT THE MEASUREMENT PROCESS.

(g) MODIFY THE INSTRUCTIONAL PLAN BASED ON THE STUDENT'S PERFORMANCE DATA.

- USING THE RULES FOR CHANGE SPECIFIED IN THE MEASUREMENT PLAN, WE WOULD EVALUATE BILL'S PERFORMANCE AND DETERMINE IF INSTRUCTIONAL CHANGES ARE NECESSARY OR NOT. FOR EXAMPLE, IF BILL LABELED 60% OR LESS OF THE ROAD SIGNS CORRECTLY FOR THREE CONSECUTIVE DAYS, WE MIGHT CONSIDER CHANGING THE POLAROID AND SLIDE PRESENTATION TO SOME OTHER INSTRUCTIONAL FORMAT.

(h) EVALUATE THE EFFECTIVENESS OF THE TOTAL INSTRUCTIONAL PLAN.

- THIS STEP ASKS THE TEACHER TO DETERMINE IF THE LESSON ACHIEVED WHAT IT WAS SUPPOSED TO FOR BILL. WE MIGHT ASK OURSELVES IF WE WOULD USE THE LESSON OR ITS INSTRUCTIONAL FORMAT AGAIN.

4.2 IT IS VERY LIKELY THAT YOU ALREADY ENGAGE IN MANY OF THESE INSTRUCTIONAL STEPS IN YOUR WORK WITH HANDICAPPED ADOLESCENTS AND YOUNG ADULTS. HOWEVER, WE WANT TO EMPHASIZE THE IMPORTANCE OF A SYSTEMATIC APPROACH TO INSTRUCTION FOR HANDICAPPED STUDENTS... AND HOW ASSESSMENT AND EVALUATION ARE CRITICAL TO THE EFFECTIVE AND EFFICIENT FUNCTIONING OF SYSTEMATIC FORMS OF INSTRUCTION.

4.2.1 THE REST OF THIS MODULE WILL FOCUS ON ASSESSMENT AND EVALUATION OF ACADEMIC AND SOCIAL BEHAVIORS. WE SHOULD CONTINUALLY REMIND OURSELVES OF THE DEPENDENT

RELATIONSHIP AMONG OUR MEASUREMENT AND EVALUATION SYSTEMS, OUR INSTRUCTIONAL METHODS, AND THE LEARNER'S PERFORMANCE OR LEARNING.

5.0 ASSESSMENT AND EVALUATION

5.1 ASSESSMENT AND EVALUATION ARE TWO OF THE MOST IMPORTANT COMPONENTS OF INSTRUCTIONAL PROGRAMMING, CURRICULUM SELECTION, AND EDUCATIONAL DECISION MAKING.

5.1.1 IN THIS SECTION OF THE MODULE, WE WILL DISCUSS AND REVIEW SOME KEY ASSESSMENT FUNDAMENTALS.

5.1.2 INFORMATION FROM THIS SECTION OF THE MODULE WILL SERVE AS PRE-REQUISITE KNOWLEDGE FOR PART 3, WHICH FOCUSES ON THE ASSESSMENT OF ACADEMIC BEHAVIORS, AND PART 4 WHICH EMPHASIZES THE ASSESSMENT OF SOCIAL BEHAVIORS.

5.2 WHAT ARE ASSESSMENT AND EVALUATION? (DISPLAY T-5.2)

5.2.1 ASSESSMENT IS DEFINED AS THE MEASUREMENT OF SOME SET OF SKILLS, I.E., ACADEMIC OR SOCIAL BEHAVIOR EXCESSES, DEFICITS, OR ASSETS.

(a) WE CAN ASSESS OR MEASURE A VARIETY OF THINGS

- STUDENT LEARNING, BEHAVIORS, AND PERFORMANCE

- TEACHER BEHAVIORS, INSTRUCTION, CLASSROOM MANAGEMENT.

- CLASSROOM INSTRUCTIONAL ENVIRONMENT AND SETTING.

- CHARACTERISTICS OF OTHER SETTINGS, E.G., FAMILY OR LIVING ENVIRONMENT, WORK PLACE, ETC.

(b) THE PURPOSE OF THESE ASSESSMENT DATA AND PROCEDURES IS TO ACQUIRE INFORMATION THAT PERMITS THE TEACHER AND STUDENT TO EVALUATE CURRENT PROGRESS AND INSTRUCTIONAL EFFECTIVENESS.

- COMMUNICATION

- ACCOUNTABILITY

- STANDARDS FOR COMPARISON OR EVALUATION

- EVALUATION OF INSTRUCTIONAL EFFECTIVENESS AND EFFICIENCY

- IDENTIFICATION, CLASSIFICATION, AND PLACEMENT

5.2.2 EVALUATION REFERS TO THE DECISION-MAKING PROCESS THAT

WE ENGAGE IN WHEN WE USE AND ANALYZE STUDENT PERFORMANCE DATA (I.E., ASSESSMENT).

(a) WE EVALUATE ASSESSMENT DATA IN A VARIETY OF WAYS.

- WITHIN COMPARISONS,
  E.G., COMPARING A STUDENT'S PREVIOUS PERFORMANCE WITH CURRENT LEVELS.

- BETWEEN COMPARISONS
  E.G., COMPARING A STUDENT'S PERFORMANCE TO SOME STANDARDIZED SET OF NORMS OR CRITERIA.

- FUNCTIONAL COMPARISONS
  E.G., DETERMINING WHETHER AN INSTRUCTIONAL PROCEDURE OR INTERVENTION IS EFFECTIVE IN CREATING THE DESIRED BEHAVIORAL CHANGE.

5.2.3 ASSESSMENT AND EVALUATION PROCESSES MAY TAKE ONE OF TWO FORMS

(a) SUMMATIVE ASSESSMENT AND EVALUATION INVOLVES THE MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AGAINST A SPECIFIC LONG TERM OBJECTIVE AT THE BEGINNING (PRE-TEST) AND AT THE END (POST-TEST) OF INSTRUCTION.

- FOR EXAMPLE, WHEN TEACHING A STUDENT A COMPLEX SKILL SUCH AS MAP READING, WE MIGHT ADMINISTER A PRE-TEST PRIOR TO OUR INSTRUCTION, AND THEN GIVE A SIMILAR POST-TEST AFTER OUR INSTRUCTION. THIS INFORMATION WOULD ENABLE US TO DETERMINE WHAT KINDS OF MAP READING SKILLS THE STUDENT HAD AT THE BEGINNING AND END OF A LESSON.

(b) FORMATIVE ASSESSMENT AND EVALUATION INVOLVE THE CONTINUOUS MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE THROUGHOUT THE INSTRUCTIONAL PROCESS.

- IN OUR EXAMPLE ON MAP READING, STUDENT PROGRESS WOULD BE MONITORED AND EVALUATED THROUGHOUT THE LESSON...NOT JUST AT THE BEGINNING AND END OF THE LESSON. THIS INFORMATION WOULD TELL US SOMETHING ABOUT THE STUDENT'S SUCCESS AND ERROR RATES, AND WOULD ALLOW US TO MAKE INSTRUCTIONAL ADJUSTMENTS BEFORE THE STUDENT HAS EXPERIENCED TOO MUCH FAILURE OR FRUSTRATION.

(c) DATA-BASED DECISION MAKING IS AN ESSENTIAL ELEMENT OF BOTH SUMMATIVE AND FORMATIVE ASSESSMENT/EVALUATION.

- INSTRUCTIONAL MODIFICATIONS FREQUENTLY OCCUR AT THE END OF SOME ADMINISTRATIVE TIME PERIOD RATHER THAN ON THE BASIS OF THE PREVAILING

RESPONSE PATTERNS OF THE STUDENT. AS IN OUR EXAMPLE OF MAP READING, STUDENT LEARNING AND INSTRUCTIONAL PROGRAMMING MUST BE ASSESSED AND EVALUATED CONTINUOUSLY. SIMILARLY, MODIFICATIONS INDICATED BY THESE EVALUATIONS MUST BE IMPLEMENTED IMMEDIATELY. EFFECTIVE AND EFFICIENT DATA-BASED DECISION MAKING IS CHARACTERIZED BY THE FOLLOWING STATEMENTS (DISPLAY T-5.2.3).

- MEASURABLE BEHAVIORS OR EXPECTATIONS ARE INDICATED IN BEHAVIORAL OBJECTIVES.

- BEHAVIORS ARE MEASURABLE.

  - FOR EXAMPLE, IT IS DIFFICULT TO EVALUATE BILL'S KNOWLEDGE OF STREET SIGNS IF WE LIMIT OURSELVES TO HIS "KNOWING THEM". BUT, WE CAN BE VERY EFFICIENT IF WE ASK HIM TO NAME THE FUNCTION OF A GIVEN SIGN VERBALLY AND IN WRITING.

- ACCEPTABLE ACCURACY LEVELS ARE MEASURABLE.

  - SIMILARLY, IT IS VERY HARD TO DETERMINE WHEN BILL HAS MASTERED A SET OF ROAD SIGNS WHEN WE STATE THAT HE MUST GET A "MAJORITY" OF THEM RIGHT. WHEN WE SPECIFY "8 OUT EVERY 10 SIGNS", IT IS CLEAR WHEN HE HAS MASTERED A SET OF SIGNS.

- SPECIFIC AND FUNCTIONAL MEASUREMENT PROCEDURES HAVE BEEN WRITTEN.

  - THIS REQUIREMENT IS SIMILAR TO SPECIFYING ACCURACY LEVELS. SIMPLY STATED, IT IS EASIER TO MONITOR BILL'S PROGRESS IF WE MEASURE HIS LEARNING SLIDE PRESENTATIONS, RATHER THAN DRIVING HIM THROUGH THE STREETS EVERY DAY.

- THE MEASUREMENT PROCEDURES DIRECTLY MEASURE THE INSTRUCTIONAL BEHAVIORS.

  - THIS CONDITION IS RATHER OBVIOUS. IT INDICATES THAT WE SHOULD REQUIRE BILL TO RESPOND IN A MANNER SIMILAR TO WHAT HE WILL BE REQUIRED TO DO WHEN HE TAKES HIS DRIVER'S TEST. OUR BEHAVIORAL OBJECTIVES SHOULD REFLECT THIS REQUIREMENT.

- THE MEASUREMENT PROCEDURES ARE IMPLEMENTED AND IMPLEMENTABLE ON A CONTINUOUS BASIS.

  - OUR MEASUREMENT AND EVALUATION SYSTEMS

SHOULD ALLOW US TO MONITOR BILL'S PROGRESS ON A CONTINUOUS (I.E., DAILY) BASIS. WE WANT TO BE ABLE TO MODIFY OUR INSTRUCTION AND TO CATCH HIS ERROR PATTERNS BEFORE THEY BECOME TOO DIFFICULT TO CHANGE.

- BASED ON MEASURABLE CRITERIA INDICATED IN THE BEHAVIORAL OBJECTIVE, SPECIFIC AND MEASURABLE RULES FOR INSTRUCTIONAL CHANGE MUST BE SPECIFIED, I.E., DATA-DECISION RULES.

  - THESE DATA-DECISION RULES SHOULD BE EXPRESSED IN THE FORM OF "IF-THEN" STATEMENTS.

    - FOR EXAMPLE, "IF BILL BALANCES HIS PERSONAL CHECKBOOK ACCURATELY EACH DAY FOR THREE CONSECUTIVE DAYS, MOVE TO THE NEXT INSTRUCTIONAL OBJECTIVE."

    - "IF BILL INCORRECTLY BALANCES HIS PERSONAL CHECKBOOK EACH DAY FOR THREE CONSECUTIVE DAYS, CHANGE THE INSTRUCTIONAL OBJECTIVE TO A MORE ACCOMPLISHABLE LEVEL." I.E., GIVE HIM ANOTHER STUDENT'S PERSONAL CHECKBOOK TO USE AS A MODEL.

- A RULE SHOULD BE SPECIFIED FOR ACCEPTABLE STUDENT PERFORMANCE, I.E., WHEN PERFORMANCE TRENDS OR PATTERNS INDICATE THAT THE STUDENT WILL ACHIEVE THE BEHAVIORAL OBJECTIVE BY THE SPECIFIED TIME UNDER THE PREVAILING INSTRUCTIONAL CONDITIONS.

- A RULE SHOULD BE SPECIFIED FOR UNACCEPTABLE STUDENT PERFORMANCE, I.E., WHEN PERFORMANCE TRENDS OR PATTERNS INDICATE THAT THE STUDENT WILL NOT ACHIEVE THE BEHAVIORAL OBJECTIVE BY THE SPECIFIED TIME UNLESS (a) THE TIMELINE IS EXTENDED AND/OR (b) THE INSTRUCTIONAL PROGRAMMING IS ADJUSTED.

6.0 KINDS OF ASSESSMENT

6.1 COLLECTING AND MEASURING STUDENT PERFORMANCE CAN BE ACCOMPLISHED IN A VARIETY OF WAYS. BASICALLY, WE CAN IDENTIFY FOUR BASIC LEVELS OF ASSESSMENT. (DISPLAY T-6.1)

6.1.1 LEVEL ONE CONSISTS OF WRITTEN DOCUMENTS OR ARCHIVES ABOUT PAST STUDENT PERFORMANCE AND/OR INSTRUCTIONAL STRATEGIES. THESE MOST FREQUENTLY TAKE THE FORM OF WRITTEN REPORTS AND RECORDS.

6.1.2 LEVEL TWO ASSESSMENT FOCUSES ON INFORMATION COLLECTED THROUGH INTERVIEWS AND VERBAL REPORTS. THESE TYPES OF DATA ARE OBTAINED BY ASKING OTHERS WHO HAVE WORKED WITH A PARTICULAR STUDENT OR WHO ARE FAMILAR WITH HIS OR HER PARTICULAR ACADEMIC AND SOCIAL BEHAVIOR STRENGTHS AND WEAKNESSES AND EFFECTIVE AND INEFFECTIVE INSTRUCTIONAL STRATEGIES.

6.1.3 FORMAL AND INFORMAL WRITTEN TESTS MAKE UP LEVEL THREE ASSESSMENTS. MOST LEVEL THREE ASSESSMENT DEVICES ARE STANDARDIZED, NORM-REFERENCED TESTS; HOWEVER, MORE INFORMAL, CURRICULUM-BASED TESTS ARE BEING USED. THE LATTER MAY BE OBTAINED THROUGH THE USUAL COMMERCIAL VENDOR, OR THEY MAY BE TEACHER MADE. CHECKLISTS AND OTHER FORMS OF BEHAVIORAL OR INSTRUCTIONAL INVENTORIES ARE ALSO INCLUDED IN THIS LEVEL OF ASSESSMENT.

6.1.4 THE LAST, MOST DIRECT, AND OBJECTIVE LEVEL OF ASSESSMENT INCLUDES DIRECT OBSERVATIONAL TECHNIQUES. PROCEDURES EMPLOYED AT THIS LEVEL RELY ON THE TEACHER MAKING DIRECT OBSERVATIONS OF BEHAVIORS AS THEY ARE OCCURRING AND RECORDING THEM DIRECTLY IN SOME SYSTEMATIC MANNER.

- IT IS THIS LEVEL OR ASSESSMENT THAT WE WILL BE EMPHASIZING IN THIS MODULE, ESPECIALLY WITH RESPECT TO THE ASSESSMENT AND EVALUATION OF SOCIAL SKILLS.

7.0 ASSESSMENT GUIDELINES

7.1 WHEN DEVELOPING ASSESSMENT MATERIALS AND PROCEDURES, IT IS IMPORTANT THAT THE ASSESSMENTS OF PERFORMANCE ARE AS SYSTEMATIC AND OBJECTIVE AS POSSIBLE.

7.1.1 THE GOAL IS TO MAXIMIZE YOUR CONFIDENCE IN THE APPROPRIATENESS OF THE RESULTS FOR THEIR INTENDED USE OR PURPOSE.

7.1.2 IN THIS SECTION OF THE MODULE, WE WILL DISCUSS A SIMPLE FOUR STEP SEQUENCE.

7.2 STEP ONE: DESCRIBE THE ASSESSMENT SITUATION (DISPLAY T-7.2)

7.2.1 WHAT IS THE REASON FOR ASSESSMENT?

(a) MANAGEMENT DECISIONS

- IDENTIFY STUDENT STRENGTHS AND WEAKNESSES

- MATCH APPROPRIATE INSTRUCTION AND CURRICULUM TO STUDENT NEEDS

- DETERMINE CURRENT LEVEL OF FUNCTIONING AND PREDICT FUTURE PERFORMANCE

(b) SELECTION DECISIONS

- DETERMINATION OF APPROPRIATE PROGRAM PLACEMENT, MODIFICATION, OR SERVICE DELIVERY REQUIREMENTS

(c) PROGRAMMATIC DECISIONS

- DETERMINATION OF OVERALL ACHIEVEMENT LEVEL OF STUDENTS IN PROGRAM.
- DETERMINATION OF PROGRAM COMPONENTS REQUIRING MODIFICATION
- DETERMINATION OF PROGRAM ADDITIONS, DELETIONS, OR EXPANSIONS

7.2.2 WHO WILL CONDUCT THE ASSESSMENT AND WHO ARE THE DECISION-MAKERS?

7.2.3 WHAT KNOWLEDGE AND/OR SET OF SKILLS WILL BE ASSESSED?

(a) RELATED TO THIS QUESTION IS "WHAT PREREQUISITE SKILLS ARE BEING ASSUMED?

7.2.4 WHO ARE THE STUDENTS TO BE TESTED?

(a) AGE/GRADE; NUMBER; MAJOR LEARNING INTERFERENCE, AND OTHER RELATED CHARACTERISTICS

7.3 STEP 2: PLAN THE TEST EXERCISE

7.3.1 I.E., DESCRIBE THE TASKS PLANNED TO SAMPLE STUDENT SKILLS

(a) DESCRIBE THE TEST ACTIVITY

(b) DETERMINE WHETHER TO TEST FORMALLY OR INFORMALLY

(c) DETERMINE THE NUMBER OF PERFORMANCE SAMPLES REQUIRED

(d) DETERMINE WHO WILL SUPERVISE THE ASSESSMENT

7.3.2 UNDER WHAT CONDITIONS WILL STUDENT PERFORMANCE BE ASSESSED?

(a) IN THE CLASSROOM BY OBSERVING EVERDAY ACTIVITIES?

- ARE THESE ACTIVITIES READILY AVAILABLE?
- ARE RESOURCES AVAILABLE TO DEVELOP THE ASSESSMENT PROCEDURES AND MATERIALS AND TO CONDUCT THE ASSESSMENT?
- DO THE EVERYDAY SETTINGS PROVIDE SUFFICIENT OPPORTUNITIES FOR THE DESIRED BEHAVIOR?
- CAN THE SETTING BE USED TO ASSESS MORE THAN ONE BEHAVIOR OR SETTING?

(b) DESIGN A SPECIFIC TEST EXERCISE AND SITUATION THAT SIMULATES THE DESIRED PERFORMANCE CONDITIONS.

- CAN THE DESIRED SIMULATION BE REALISTICALLY CREATED?
- ARE RESOURCES AVAILABLE TO DEVELOP AND EVALUATE THE EXERCISES?
- DOES THE TEST EXERCISE OR SITUATION ALLOW EACH STUDENT AN OPPORTUNITY TO RESPOND TO THE SAME TEST ACTIVITY?

7.3.3 HOW MANY ASSESSMENT TASKS OR SAMPLES OF PERFORMANCE ARE NEEDED TO JUDGE A STUDENT'S SKILL?

(a) DESIGN ONE ASSESSMENT DEVICE OR PROCEDURE AND APPLY REPEATEDLY.

(b) DESIGN AND USE SEVERAL DIFFERENT ASSESSMENTS TO ASSESS THE SAME PERFORMANCE SKILL AT ONE TIME.

(c) USE DIFFERENT ASSESSMENTS OVER TIME.

(d) SUGGESTIONS

- GATHER AS MUCH ASSESSMENT MATERIALS AS REQUIRED FOR THE INTENDED PURPOSE.
- GATHER SUFFICIENT DATA TO ENABLE OBJECTIVE AND VALID EVALUATIONS.
- REPEATED MEASURES OVER TIME HAVE THE ADVANTAGE OF SHOWING CHANGE OR TRENDS OVER TIME. THEY CAN PROVIDE A PICTURE OF THE LEARNING OR BEHAVIOR CHANGE PROGRESS.

7.3.4 WHO WILL SUPERVISE OR ADMINISTER THE ASSESSMENT ACTIVITY?

(a) CONSIDER TEACHER SUPERVISED.

- IF STUDENT HAS A VESTED INTEREST IN DEMONSTRATING HIGH PERFORMANCE FOR THE TEACHER, I.E., FOR GRADES.
- IF STANDARDIZED TESTING CONDITIONS ARE REQUIRED.
- IF TEACHER OR AIDE HAS THE TIME.
- IF A SKILLED PERSON IS REQUIRED TO ADMINISTER OR EVALUATE PERFORMANCE.

(b) CONSIDER UNSUPERVISED CONDITIONS

- IF STUDENTS HAVE NO REASON TO MISREPRESENT THEIR PERFORMANCE.

- IF STANDARDIZED TESTING CONDITIONS ARE NOT REQUIRED.

- IF INSUFFICIENT TIME IS AVAILABLE FOR SUPERVISED OR INDIVIDUALIZED ADMINISTRATION.

- IF PERMANENT PRODUCTS RESULT FOR LATER SCORING OR ANALYSIS.

7.4 STEP 3: DESCRIBE THE PERFORMANCE TO BE EVALUATED

7.4.1 WHAT KIND OF PERFORMANCE WILL BE EVALUATED?

(a) THE OUTCOME OR PRODUCT OF BEHAVIOR.

- USE IF A LASTING TANGIBLE PRODUCT RESULTS

- USE IF QUALTITY OF PERFORMANCE IS MORE IMPORTANT THAN QUANTITY OR SPEED

- USE WITH TIME TO HAVE SOME RECORD OF PROFICIENCY OR FLUENCY

(b) THE ACTUAL BEHAVIOR OR PERFORMANCE

- USE IF PROCESS OR ACTION IS MORE IMPORTANT THAT PRODUCT OF BEHAVIOR.

- USE WHEN RATE AND/OR QUALITY OF PERFORMANCE IS IMPORTANT.

- USE WHEN CONDITIONS UNDER WHICH BEHAVIOR OCCURS IS IMPORTANT.

- USE WHEN TIME AND RESOURCES ARE AVAILABLE TO CONDUCT PROCEDURES.

7.4.2 WHAT ASPECTS OF THE BEHAVIOR OR PERFORMANCE SKILL WILL BE EVALUATED?

(a) FOR A DIRECTLY OBSERVED BEHAVIOR OR SKILL EXAMINE ITS DIMENSIONS

- RATE OR FREQUENCY
- DURATION OR LENGTH
- LATENCY OR INITIATION TIME
- LOCUS OR LOCATION
- FORCE OR INTENSITY
- TOPOGRAPHY OR SHAPE
- ACCURACY OR STANDARD
- FUNCTIONAL EFFECT OR RESULT

(b) SUGGESTIONS

- DEFINE PERFORMANCE CRITERIA OR DIMENSIONS PRIOR TO ADMINISTERING THE ASSESSMENT.

- FOCUS ON OBSERVABLE BEHAVIORS.

- WITH PRODUCTS, FOCUS ON QUALITY AND ATTRIBUTES.

- BE CERTAIN THAT MEASUREMENT UNIT MATCHES RELEVANT DIMENSION OF THE SKILL, PERFORMANCE, OR PRODUCT.

7.4.3 WILL THE ASSESSMENT BE INOBTRUSIVE OR PUBLIC?

(a) PUBLIC ASSESSMENT PROCEDURES ARE ASSOCIATED WITH A VARIETY OF REACTIVE EFFECTS.

- MOTIVATION
- COMPETITION
- STRESS AND ANXIETY

(b) SUGGESTIONS AND CONSIDERATIONS

- CONSIDER PRIVACY RIGHTS OF STUDENT

- CONSIDER NATURAL VS. CONTRIVED PERFORMANCE EFFECTS

- CONTROL FOR ANXIETY

7.5 STEP 4: DESIGN A PLAN FOR RATING AND RECORDING PERFORMANCE

7.5.1 HOW WILL THE ASSESSMENT DATA BE USED?

(a) WILL ACTUAL STUDENT PERFORMANCE DATA BE USED?

- USUALLY MOST USEFUL FOR DIAGNOSIS, SKILL MASTERY ASSESSMENT, EVALUATION OF INSTRUCTIONAL EFFECTIVENESS.

(b) WILL STUDENT PERFORMANCE BE SUMMARIZED OR MANIPULATED?

- APPLYING A STATISTIC, I.E., MEAN, MEDIAN

- STANDARDIZATION OF DATA, I.E., PERCENTILES, STANDARD SCORES, ETC.

- USUALLY MOST USEFUL FOR GRADING, GROUPING, AND PLACEMENT DECISIONS

(c) CONSIDERATIONS

- RESOURCES AVAILABLE TO OBSERVE, SUMMARIZE, RATE, AND MANIPULATE PERFORMANCE DATA

7.5.2 WHO WILL RATE OR EVALUATE PERFORMANCE?

(a) CONSIDER TEACHER, IF

- SPECIALIZED KNOWLEDGE IN ANALYZING STUDENT RESPONSE OR APPLYING EVALUATION PROCEDURES ARE REQUIRED
- UNIFORM STANDARDS AND HIGH ACCURACY REQUIRED
- TEACHER HAS TIME AND RESOURCES

(b) CONSIDER PEER OR SELF-RATINGS, IF

- SLIGHT VARIATIONS FROM RATER TO RATER ARE ACCEPTABLE
- STUDENTS HAVE NO VESTED INTEREST IN OUTCOME
- RESOURCES ARE LIMITED
- STUDENTS HAVE RECEIVED SOME TRAINING IN PURPOSE AND IMPLEMENTATION OF ASSESSMENT AND EVALUATION PROCEDURES

7.5.3 HOW WILL ASSESSMENT DATA BE RECORDED?

(a) CONSIDER DIRECT OBSERVATION PROCEDURES

- POTENTIALLY MOST ACCURATE AND OBJECTIVE SINCE NO JUDGMENTS OR INDIRECT MEASURES ARE EMPLOYED
- GIVES DIRECT PICTURE OF PERFORMANCE

(b) CONSIDER CHECKLISTS OR RATING SCALES

- COMBINE OBSERVATION WITH EVALUATION
- EASY TO DEVELOP AND IMPLEMENT
- USEFUL FOR ESTABLISHING FRAME OF REFERENCE FOR UNDERSTANDING PERFORMANCE

(c) CONSIDER ANECDOTAL RECORDS

- USEFUL FOR UNIQUE EVENTS OR BEHAVIOR THAT CANNOT BE ADAPTED TO SYSTEMATIC MEASUREMENT PROCEDURES
- CAN BE LEFT OPEN-ENDED AND FLEXIBLE

7.5.4 HOW ARE ASSESSMENT DATA TO BE INTERPRETED?

(a) COMPARE STUDENT'S DATA WITH THAT OF OTHER STUDENTS

- FOR RANKING, GROUPING, GUIDANCE, AND PLACEMENT PURPOSES

(b) COMPARE STUDENT'S DATA WITH A PRE-ESTABLISHED STANDARD OR CRITERION OF ACCEPTABLE PERFORMANCE

- DIAGNOSING AND CERTIFYING SKILL MASTERY
- EVALUATING INSTRUCTIONAL EFFECTIVENESS

(c) COMPARE STUDENT'S DATA WITH SELF.

- SHOW LEARNER PROGRESS AND TRENDS OVER TIME
- MAKE PREDICTIONS ABOUT FUTURE PERFORMANCE

(d) COMPARE STUDENT'S PERFORMANCE AGAINST STANDARDS ESTABLISHED BY SOCIAL ENVIRONMENT

- SOCIAL VALIDATION, I.E., MEETING EXPECTATIONS OF OTHERS, E.G., PARENTS, WORK SETTING, ETC.

8.0 TECHNICAL ASPECTS OF ASSESSMENT
(ADAPTED FROM SALVIA & YSSELDYKE, 1984)

8.1 THE EVALUATION OF THE TECHNICAL ASPECTS OF ASSESSMENT PROCEDURES AND INSTRUMENTS REQUIRES THAT CERTAIN PREREQUISITES BE CONSIDERED (DISPLAY T-8.1).

8.1.1 CLEAR STATEMENT OF PURPOSE

(a) WHAT DECISIONS TO BE MADE
(b) WHO THE DECISION MAKER WILL BE
(c) WHAT SKILLS WILL BE ASSESSED

8.1.2 CLEAR COMMUNICATION OF PURPOSE OF TEST (INSTRUCTIONS)

(a) EXPLAIN WHAT AND HOW TEST TO BE TAKEN
(b) SPECIFICATION OF EXPECTATIONS ABOUT PERFORMANCE

8.1.3 BIAS FREE - I.E., TEST STUDENT PERFORMANCE....DO NOT REFLECT BIASES OR ATTITUDES OF EVALUATOR

(a) CONTROL FOR SEXUAL, RACIAL, CULTURAL, ETC. DIFFERENCES

(b) PROVIDE EQUAL PERFORMANCE OPPORTUNITIES FOR ALL

(c) USE EXPLICIT AND PERFORMANCE BASED TRAINING AND SCORING CRITERIA

(d) WRITE IT DOWN...DON'T DEPEND ON A MENTAL NOTEBOOK APPROACH

(e) WHEN POSSIBLE, RATE EACH STUDENT "BLIND"...I.E., WITHOUT KNOWLEDGE OF STUDENT IDENTITY

(f) TEST IN STUDENT'S PRIMARY LANGUAGE.

8.2 CONFIDENCE

8.2.1 WHENEVER WE ASSESS A STUDENT'S PERFORMANCE, EITHER INDIRECTLY OR DIRECTLY, WE MUST CONCERN OURSELVES WITH TWO CRITICAL ISSUES

(a) THE SENSITIVITY OF OUR MEASURING DEVICES OR PROCEDURES

(b) THE ACCURACY WITH WHICH WE USE THEM.

8.2.2 IN THIS SECTION OF THE MODULE, WE WILL EXAMINE SOME OF THE TECHNICAL ASPECTS OF ASSESSMENT AND EVALUTION THAT ALLOW US TO HAVE OR NOT HAVE CONFIDENCE IN WHAT AND HOW WE MEASURE STUDENT PERFORMANCE.

8.2.3 WE WILL DISCUSS THE FOLLOWING

(a) ERROR

- RELIABILITY
- STANDARD DEVIATION

(b) VALIDITY

(c) NORMS

8.3 ERROR

8.3.1 WHENEVER WE OBSERVE OR MEASURE SOMETHING, SOME DEGREE OF ERROR IS ALWAYS PRESENT

(a) THE CONCERN WE MUST ADDRESS IS HOW MUCH ERROR

(b) TWO STATISTICS ALLOW US TO EVALUATE THE AMOUNT OF ERROR PRESENT AND THE DEGREE OF CONFIDENCE WE CAN PLACE ON THE MEASUREMENT

- RELIABILITY COEFFICIENTS
- STANDARD DEVIATIONS

(c) WE WON'T BE DISCUSSING HOW TO COMPUTE THESE STATISTICS, BUT INSTEAD WE WILL ATTEMPT TO UNDERSTAND WHAT THEY REPRESENT AND HOW WE CAN USE THEM.

8.3.2 RELIABILITY COEFFICIENTS (DISPLAY 8.3.2)

(a) RELIABILITY BASICALLY REFERS TO THE DEGREE OF AGREEMENT IN REPEATED MEASURES OR ASSESSMENTS OF SOMETHING.

- REFLECTION OF HOW DEPENDABLE THE ASSESSMENT INFORMATION IS.

(b) THE RELIABILITY COEFFICIENT REFERS TO THE PROPORTION

OF VARIABILITY OR ERROR IN A SET OF SCORES THAT REFLECTS TRUE DIFFERENCES AMONG THE INDIVIDUALS

(c) WE CAN DERIVE RELIABILITY COEFFICIENTS IN THREE BASIC WAYS

- TEST-RETEST (INDEX OF STABILITY)
  - ADMINISTRATION OF TEST TO SAME POPULATION APPROXIMATELY TWO WEEKS LATER WITH SAME INSTRUMENT AND PROCEDURES
  - SCORES FROM BOTH ADMINISTRATIONS ARE CORRELATED
  - MEASURE OF DEGREE OF STABILITY OF INSTRUMENT OVER TIME.
- ALTERNATE-FORM RELIABILITY
  - TWO ALTERNATE FORMS OF AN ASSESSMENT DEVICE ARE ADMINISTERED TO THE SAME POPULATION OF STUDENTS
  - TO DETERMINE AT WHAT LEVEL THEY MEASURE SAME TRAIT OR SKILLS
- INTERNAL-CONSISTENCY RELIABILITY
  - IF ALL ITEMS IN A TEST MEASURE THE SAME TRAIT OR SKILL, THEN BY SPLITTING THE ITEMS IN HALF THE CORRELATION BETWEEN THE TWO HALVES SHOULD BE VERY HIGH OR CLOSE TO 1.

(d) ASSESSMENT PROCEDURES WITH RELIABILITY SCORES LESS THAN 0.9 (1.0 = TOTAL RELIABILITY) SHOULD BE USED WITH GREAT CAUTION.

- LOW RELIABILITY SOURCES
  - LOW-QUALITY ASSESSMENTS
    - STATE CLEAR PURPOSE AND PERFORMANCE CRITERIA
    - GATHER SUFFICIENT PERFORMANCE SAMPLES
    - SCORE CAREFULLY AND EXPLICITLY
  - POOR TEST ADMINISTRATION PRACTICES
    - MINIMIZE STUDENT AND OBSERVER/TESTER DISTRACTIONS
    - USE UNIFORM EXERCISES, RESPONSES, AND RATINGS
  - CHARACTERISTICS OF THE STUDENT
    - MAXIMIZE STUDENT MOTIVATION
    - REDUCE TEST ANXIETY

(e) USES OF RELIABILITY COEFFICIENTS

- ESTIMATE TEST'S RELATIVE FREEDOM FROM MEASUREMENT ERROR
- ESTIMATE OF INDIVIDUAL'S TRUE SCORE
- TO DETERMINE STANDARD ERROR OF MEASUREMENT

8.3.3 STANDARD ERROR OF MEASUREMENT

(a) S.E.M. GIVES ESTIMATE OF AMOUNT OF ERROR THAT MIGHT BE ASSOCIATED WITH A STUDENT'S "TRUE" SCORE.

(b) S.E.M. IS BASED ON STANDARD DEVIATION OF THE ERROR DISTRIBUTION AROUND A "TRUE" SCORE.

(c) MEASUREMENT ERROR IS ALWAYS PRESENT FOR A PERSON'S SCORE OR MEASUREMENT OF PERFORMANCE.

- S.E.M. GIVES INFORMATION ABOUT THE DEGREE OF CERTAINITY OR CONFIDENCE YOU MAY HAVE IN INTERPRETING OR USING THE SCORE.

- THE LARGER THE SCORE, THE GREATER THE DEGREE OF UNCERTAINITY....THE LESS SURE WE CAN BE ABOUT THE PERSON'S SCORE.

8.4 VALIDITY (DISPLAY 8.4)

8.4.1 VALIDITY REFLECTS THE EXTENT OR DEGREE TO WHICH A MEASUREMENT PROCEDURE MEASURES WHAT IT IS INTENDED TO MEASURE.

(a) USED TO DETERMINE THE KINDS OF INFERENCES OR USES THAT CAN BE MADE FROM A MEASUREMENT OR PERFORMANCE SCORE.

- FOR EXAMPLE, THE EXTENT THAT BIAS INFLUENCES THE MEASUREMENT OF A SKILL.

(b) VALIDITY IS JUDGED RATHER THAN MEASURED OR CALCULATED

- BASED ON A WIDE ARRAY OF INFORMATION
- THE COLLECTION OF THIS INFORMATION IS CALLED VALIDATION

8.4.2 THREE BASIC KINDS OF VALIDITY

(a) CONTENT VALIDITY = EXAMINATION OF THE APPROPRIATENESS OF THE ITEMS USED

- APPROPRIATENESS OF TYPES OF ITEMS INCLUDED
- COMPLETENESS OF THE ITEM SAMPLE
- WAY IN WHICH ITEMS MEASURE CONTENT OR SKILL

(b) CRITERION-RELATED VALIDITY = EXTENT TO WHICH A PERSON'S PERFORMANCE ON A CRITERION MEASURE CAN BE ESTIMATED FROM THAT PERSON'S TRUE SCORE.

- CONCURRENT CRITERION-RELATED VALIDITY = PREDICTING CURRENT CRITERION SCORES.

- PREDICTIVE CRITERION-RELATED VALIDITY = PREDICTING CRITERION SCORES AT SOME FUTURE TIME.

(c) CONSTRUCT VALIDITY = ESTIMATING THE VALIDITY OR CONFIDENCE OF THE CONSTRUCT OR HYPOTHESIS THAT MAY UNDERLIE A TEST OR SCORE.

- DETERMINED INFERENTIALLY BY EXAMINING THE

  - DEFINITON OF THE CONSTRUCT
  - THE THEORY BEHIND THE CONSTRUCT
  - EMPIRICAL RESEARCH ON THE CONSTRUCT

- E.G., INTELLIGENCE, LEARNING ABILITY, SELF-CONCEPT, ETC.

8.4.3 GUIDELINES FOR MAXIMIZING VALIDITY

(a) CLEAR STATEMENT OF PURPOSE OF ASSESSMENT.

(b) CLEAR RELATIONSHIP BETWEEN BEHAVIOR OR PRODUCT BEING MEASURED AND THE CHARACTERISTIC OR CONSTRUCT BEING EXAMINED.

(c) USE DIFFERENT ASSESSMENT FORMATS TO MEASURE THE SKILL OR BEHAVIOR.

(d) EMPHASIS DIRECT OBSERVATION OR MEASUREMENT OF BEHAVIOR.

(e) CONDUCT UNOBTRUSIVE MEASUREMENT PROCEDURES TO AVOID REACTIVITY AND BIAS.

(f) CLEAR AND OBSERVABLE DEFINITION OF BEHAVIOR OR SKILL.

- DEFINITION PROCESS SHOULD OCCUR BEFORE ITEMS ARE SELECTED, RATHER THAN VICE VERSA.

(g) CLEAR UNDERSTANDING AND DEFINITION OF ASSUMPTIONS AND HYPOTHESIS THAT UNDERLIE DOMAIN TO BE MEASURED.

8.5 NORMS OR REPRESENTATIVENESS

8.5.1 TEST SCORES OR MEASURES ARE USED IN A VARIETY OF WAYS

(a) THEY ARE FREQUENTLY USED TO STANDARDIZE GROUPS OF STUDENTS.

(b) THEY ARE ALSO USED TO EVALUATE A PUPIL'S PERFORMANCE AGAINST SOME STANDARD OR NORM.

8.5.2 WHEN SELECTING OR CONSTRUCTING TESTS, IT IS IMPORTANT TO EVALUATE THE REPRESENTATIVENESS OF THE POPULATION OF SUBJECTS USED TO NORM OR STANDARDIZE A TEST.

(a) KINDS AND NUMBER OF PEOPLE
(b) AGE
(c) SEX
(d) GRADE
(e) CULTURAL BACKGROUND OF PARENTS/FAMILIES
(f) GEOGRAPHIC FACTORS, E.G., REGIONAL
(g) RACE
(h) INTELLIGENCE/ACHIEVEMENT
(i) DATE OF NORM DETERMINATION
(j) SPECIAL POPULATION CHARACTERISTICS, E.G., HANDICAPS
(k) PROPORTION OF KINDS OF PEOPLE USED

8.5.3 GUIDLINES

(a) IF NORM SAMPLE IS DIFFERENT THAN STUDENT BEING ASSESSED, LIMITED GENERALIZATIONS AND COMPARISIONS CAN BE MADE....WITHOUT QUALIFICATION.

(b) FOCUS ON WITHIN STUDENT ASSESSMENTS RATHER THAN BETWEEN STUDENT.

9.0 BASIC STRATEGIES FOR ASSESSING ACADEMIC PERFORMANCE

9.1 IN THIS SECTION, WE WILL EXAMINE SOME BASIC STRATEGIES FOR ASSESSING ACADEMIC PERFORMANCE.

9.1.1 THREE MAJOR ASSESSMENT APPROACHES WILL BE DESCRIBED (DISPLAY T-9.1.1)

(a) DIAGNOSIS OR WITHIN STUDENT ASSESSMENT
(b) PEER COMPARISONS OR BETWEEN STUDENT ASSESSMENT
(c) MASTERY-DOMAIN OR STUDENT/CURRICULUM ASSESSMENT

9.1.2 THE FOLLOWING DISCUSSIONS ARE NOT INTENDED TO BE COMPREHENSIVE, BUT, INSTEAD, REPRESENTATIVE OF THE APPROACH. IT WILL BE YOUR RESPONSIBILITY TO APPLY THESE STRATEGIES TO YOUR OWN TEACHING SITUATIONS.

9.2 DIAGNOSIS

9.2.1 DIAGNOSIS IS DEFINED AS THE DEVELOPMENT OF AN ASSESSMENT SITUATION THAT IS DESIGNED TO ANALYZE A STUDENT'S CURRENT ACADEMIC SKILLS AND INTERFERING ERROR PATTERNS.

9.2.2 THE PURPOSE OF DIAGNOSIS IS TO DETERMINE HOW THE STUDENT RESPONDS.

(a) THIS TYPE OF ANALYSIS REQUIRES THE PRESENTATION OF TEST MATERIALS WHICH ARE ESSENTIALLY OPEN-ENDED.

(b) THE ACTUAL ADMINISTRATION AND SCORING OF THE TEST IS OF LESS CONCERN.

EXAMPLE: IN MATH, A SERIES OF COMPUTATION PROBLEMS WERE DEVELOPED AND PRESENTED ON PAPER. THESE PROBLEMS REPRESENTED ALL FOUR OPERATIONS WITH WHOLE NUMBERS, FRACTIONS, AND DECIMALS. SAM WAS DIRECTED TO SOLVE AS MANY PROBLEMS AS POSSIBLE, TO SHOW ALL HIS WORK AND TO LEAVE NO PROBLEMS UNATTEMPTED. HIS TEACHER THEN REVIEWED HIS WORK LOOKING FOR PARTICULAR PROBLEM TYPES WHICH WERE CONSISTENTLY MISSED. PART OF THIS ANALYSIS ALSO INCLUDED ASSESSING WHICH PROBLEM TYPES WERE COMPLETED WITHOUT ERRORS AND WHICH WERE NOT ATTEMPTED AT ALL.

9.2.3 THE DIAGNOSIS OF ACADEMIC SKILLS CAN BE VIEWED AS A TWO-TIERED APPROACH.

(a) THE FIRST TIER, OR SURVEY LEVEL, CONSISTS OF THE DEVELOPMENT OF MATERIALS THAT SPAN WELL BELOW AND WELL ABOVE THE ESTIMATED LEVEL OF PROFICIENCY OF THE STUDENT.

- A NUMBER OF GUIDELINES SHOULD BE CONSIDERED IN CONSTRUCTING ACADEMIC TEST MATERIALS.
  - TAKE RANDOM SAMPLES FROM A WIDE RANGE OF PROBLEMS.
  - PRESENT THESE PROBLEMS IN A RANDOM MANNER.
  - TEACHERS SHOULD GIVE DIRECTIONS TO THE STUDENT THAT INDICATE THE TEST INCLUDES A WIDE RANGE OF DIFFICULT PROBLEMS.
  - STUDENTS SHOULD ALSO BE INFORMED THAT THEY ARE NOT EXPECTED TO ANSWER ALL OF THE ITEMS CORRECTLY.

EXAMPLE: IN DEVELOPING A SPELLING TEST FOR SALLY, THE TEACHER INCLUDED WORDS THAT RANGED FROM VERY EASY TO VERY DIFFICULT. HIGH FREQUENCY, IRREGULAR WORDS AND LOWER FREQUENCY, REGULAR WORDS WERE ALSO INCLUDED. ENOUGH OF THESE MATERIALS WERE DEVELOPED (E.G., A TOTAL OF 75 WORDS) TO PROVIDE SALLY WITH PLENTY OF OPPORTUNITIES TO MAKE MISTAKES. SHE WAS TOLD TO WRITE THE WORDS ON A BLANK SHEET OF PAPER WHEN THE TEACHER PRONOUNCED THEM, AND TO ATTEMPT EACH WORD EVEN THOUGH SHE MIGHT NOT BE FAMILIAR WITH ALL OF THE WORDS.

(b) THE SECOND TIER CONSISTS OF THE ANALYSIS OF THE SURVEY LEVEL ASSESSMENT DATA.

- THE PURPOSE OF THIS ANALYSIS IS TO FORMULATE AN APPROPRIATE AND SPECIFIC FOLLOW-UP ASSESSMENT
  - THAT WILL PINPOINT SPECIFIC CORRECT AND ERROR RESPONSE PATTERNS.

- THIS ANALYSIS REQUIRES THE DETAILED SPECIFICATION OF PARTICULAR ITEM TYPES FROM A WELL-DEFINED DOMAIN OF OBJECTIVES.

- THE DOMAIN FROM WHICH ITEM TYPES ARE DERIVED CAN BE DEFINED IN ONE OF TWO MANNERS.

  (1) ONE APPROACH IS TO TASK ANALYZE THE SURVEY LEVEL STIMULUS MATERIALS.

  - THIS ANALYSIS REQUIRES A TABLE OF SPECIFICATIONS CONSISTING OF TWO

    CATEGORIES:

    - THE BEHAVIORAL DIMENSIONS OR RESPONSES REQUIRED OF THE STUDENT, AND
    - THE MATERIAL CONTENT WHICH IS RANKED FROM DIFFICULT TO PROGRESSIVELY SIMPLER MATERIAL.

  - THIS PROCEDURE HAS BEEN PRESENTED BY HOWELL AND KAPLAN (1980) (DISPLAY T-9.2.3b).

  - THE BEHAVIOR OR RESPONSE REQUIREMENTS MOVE FROM SIMPLE TO MORE DIFFICULT:

    - IDENTIFY

    - ACCURACY = PERCENT CORRECT

    - MASTERY = ACCURACY WITHIN CIRCUMSCRIBED TIME LIMITS

    - AUTOMATICITY = MASTERY IN THE PRESENCE OF DISTRACTORS

  - THE TASK ANALYSIS APPROACH REQUIRES THE SYSTEMATIC TESTING OF THE STUDENT IN ALL OF THE ABOVE CELLS.

    - FIND THE CELL WHICH IS MOST APPROPRIATE FOR THE STUDENT.

  EXAMPLE: IN READING, AN INFORMAL ASSESSMENT WAS DEVELOPED FROM A SAMPLING OF A WIDE RANGE OF MATERIALS. PAGES WERE COPIED FROM A READERS DIGEST; THE SPORTS, SOCIETY, AND FRONT PAGES OF A LOCAL NEWSPAPER; PAGES FROM MORE SPECIALIZED MAGAZINES; AND FINALLY REFERENCE MANUALS. THESE SAMPLES REPRESENTED INCREASINGLY MORE DIFFICULT READING MATERIAL. THESE TASKS WERE PRESENTED TO JIM, AND HE WAS ASKED TO READ FROM THESE MATERIALS AND THEN DESCRIBE

THEIR CONTENT BY ANSWERING MULTIPLE CHOICE QUESTIONS, WRITING SHORT ANSWERS, AND PARAPHRASING THE AUTHOR.

(2) IN THE SECOND APPROACH, AN ERROR ANALYSIS IS CONDUCTED.

- A REVIEW OF THE STUDENT'S ERRORS IS CONDUCTED.

  - THESE ERRORS ARE CLASSIFIED INTO PARTICULAR TYPES.

  - AND MATERIALS ARE DEVELOPED THAT CONTAIN THE ITEMS IN ERROR.

EXAMPLE: AFTER BEING PRESENTED ASSESSMENT MATERIALS, AN ANALYSIS OF BOB'S ERRORS REVEALED DIFFICULTIES WITH SEQUENCED MATERIAL, I.E., IN WHICH TWO OR THREE EVENTS WERE DESCRIBED OUT OF SEQUENCE. A SET OF PASSAGES WERE THEN DEVELOPED WHICH EMPHASIZED SEQUENCES OF EVENTS. BOB WAS ASKED TO READ THE PASSAGES AND DESCRIBE THE ORDER OF EVENTS. HIS PERFORMANCE WAS ANALYZED TO DETERMINE HIS RESPONSE STRATEGIES AND TO PREPARE AN INSTRUCTIONAL PROCEDURE TO REMEDIATE THE SEQUENCING DIFFICULTY.

9.3 PEER COMPARISON OR RELATIVE STANDING

9.3.1 IN THIS APPROACH TO ACADEMIC ASSESSMENT, THE STUDENT'S PERFORMANCE IS COMPARED TO THE PERFORMANCE OF HIS/HER PEERS, AND A DETERMINATION OF RELATIVE STANDING IS MADE.

(a) THE EMPHASIS IS PLACED ON THE STANDARDIZED ADMINISTRATION OF TESTS, THAT IS,

- A CONSTANT MEASUREMENT TASK IS USED,

- THE ADMINISTRATION AND SCORING PROCEDURES ARE CONTROLLED AND STANDARDIZED.

(b) TWO TYPES OF MATERIALS CAN BE USED IN THIS TESTING APPROACH.

- PUBLISHED TESTS

  - THESE TESTS ARE USUALLY DEVELOPED IN THE PRIVATE MARKET AND SOLD THROUGH PUBLISHING AND TESTING COMPANIES.

  - THEY USUALLY STAND ALONE AND CONTAIN ALL OF THE MATERIALS NEEDED TO TEST AND SCORE THE STUDENT.

  - THEY MAY BE THOUGHT OF AS A FORM OF SURVEY LEVEL ASSESSMENT IN THAT

- A BROAD RANGE OF MATERIAL IS USUALLY INCLUDED, WITH VERY FEW ITEMS WITHIN ANY ONE OBJECTIVE OR DOMAIN AREA.

- THE IMPORTANT QUESTIONS TO ADDRESS IN THE SELECTION OF THIS TYPE OF TEST ARE:

  - WHAT ARE THE BEHAVIORS SAMPLED?

  - WHAT IS THE FORMAT OF THE STUDENT'S RESPONSE?

    - OFTEN A MULTIPLE CHOICE FORMAT IS UTILIZED.

  - FOR WHAT PURPOSE ARE THE RESULTS TO BE USED?

    - THE USE OF PUBLISHED TESTS IS USUALLY LIMITED TO THE DETERMINATION OF GENERAL PLACEMENT DECISIONS.

  - IS THE NORMATIVE GROUP APPROPRIATE?

  - IS THE TEST TECHNICALLY ADEQUATE, I.E., RELIABLE AND VALID?

EXAMPLE: MR. JACKSON WANTED TO FIND OUT THE RELATIVE LEVEL OF SKILL PROFICIENCY OF THE STUDENTS IN HIS MATH CLASS. HE SELECTED THE SRA MATH ACHIEVEMENT TEST BECAUSE (a) IT INCLUDED BOTH COMPUTATION PROBLEMS AS WELL AS STORY PROBLEMS, (b) IT WAS WELL NORMED, AND (c) IT WAS BOTH RELIABLE AND VALID. HE SECURED ENOUGH COPIES OF STUDENT PROTOCOL OR ANSWER FORMS AND A COPY OF DIRECTIONS TO ADMINISTER THE TEST FROM SRA. HE THEN REVIEWED THE TEST, PRACTICED ITS ADMINISTRATION, AND ON MONDAY GAVE THE TEST TO HIS CLASS. AFTER HE SCORED THE TESTS, HE CONVERTED THEM TO A STANDARD SCORE, USING A TABLE AT THE BACK OF THE ADMINISTRATION MANUAL.

- "STANDARDIZED" TEACHER MADE TESTS

  - IN THIS CASE, "STANDARDIZED" REFERS TO THE CONSISTENCY OF THE ADMINISTRATION AND SCORING OF THE TEST...NOT TO WHETHER OR NOT IT IS NORM-REFERENCED OR PUBLISHED.

  - A "STANDARDIZED" TEACHER-MADE TEST MAY BE CONSTRUCTED IF THE FOLLOWING GUIDELINES ARE SATISFIED:

    - THE TEST ADMINISTRATION DIRECTIONS AND SCORING RULES MUST BE SPECIFIED IN AN EXPLICIT AND CLEAR FASHION.

      - A SCRIPTED SET OF INSTRUCTIONS SHOULD BE CONSIDERED.

      - ALL STUDENT RESPONSE PROTOCOLS SHOULD BE DEVELOPED A PRIORI WITH A GUIDE FOR SCORING THE RESPONSES.

    - RESULTS SHOULD BE QUANTIFIED AND REPORTED IN A MANNER THAT POSITIONS OR DESCRIBES THE STUDENT IN REFERENCE TO AN APPROPRIATE GROUP.

      EXAMPLE: MS. NELSON RANDOMLY SELECTED 100 COMMONLY USED WORDS FROM THE AMERICAN HERITAGE WORD FREQUENCY BOOK. SHE CREATED SENTENCES IN WHICH THESE WORDS WOULD BE NEEDED, BUT WERE NOT INCLUDED (PROVIDING A FORM OF A CLOZE-LIKE TEST). A TOTAL OF 100 SUCH SENTENCES WERE DEVELOPED AND TYPED ONTO FIVE SHEETS OF PAPER. SHE THEN WROTE A SET OF DIRECTIONS THAT SPECIFIED TWO THINGS:

      FIRST, A GENERAL SET OF CONSIDERATIONS IN ADMINISTERING THE TEST, E.G., THE NUMBER OF STUDENTS TO TEST, THE FORMAT OF THE TESTING SITUATION, ETC. SECOND, SHE WROTE OUT EXACTLY WHAT THE TESTER SHOULD SAY TO THE STUDENTS. FINALLY, SHE INCLUDED A SCORING KEY FOR DETERMINING THE ACCURACY OF THE STUDENT'S RESPONSES. THIS KEY ALSO INCLUDED A CONVERSION OF THE STUDENT'S SCORE TO AN APPROPRIATE METRIC, WHICH MADE THE SCORE COMPARABLE ACROSS ANOTHER GROUP OF STUDENTS AND SIMILAR TIME PERIOD.

9.4 DOMAIN REFERENCED TESTING

9.4.1 THE THIRD FORM OF ACADEMIC ASSESSMENT IS DOMAIN-REFERENCED TESTING.

(a) THIS APPROACH IS CHARACTERIZED BY THREE PRINCIPAL COMPONENTS.

- A WELL-DEFINED DOMAIN FROM WHICH ITEMS ARE SAMPLED.

- A PROCEDURE FOR SAMPLING THE ITEMS.

- A CRITERION FOR DETERMINING MASTERY.

(b) CRITERION-REFERENCED AND DOMAIN-REFERENCED ARE TERMS WHICH CAN BE USED INTERCHANGEABLY.

- WHEN CRITERION-REFERENCED IS USED, "CRITERION" REFERS TO THE MEASUREMENT AREA IN WHICH THE EVENTUAL PREDICTION OR COMPARISION WILL BE MADE. IT DOES NOT REFER TO THE STANDARD OR LEVEL OF SUCCESSFUL FUNCTIONING FOR MASTERY.

(c) THE PURPOSE OF THIS TYPE OF TEST IS TO ASSESS A STUDENT'S PERFORMANCE ON OR LEARNING OF PROGRAM CONTENT.

- IF CONSTRUCTED APPROPRIATELY, DOMAIN-REFERENCED

TESTS CAN BE EXTREMELY SENSITIVE TO A STUDENT'S LEARNING OF PROGRAM CONTENT AND TO LEVELS OF CHANGE WITHIN SHORT PERIODS OF TIME.

- THIS TYPE OF TEST IS FREQUENTLY USED TO DETERMINE PROGRESS WITHIN A CURRICULUM. IF A STUDENT SUCCESSFULLY PASSES A CONTENT UNIT, THE STUDENT MOVES TO THE NEXT UNIT.

EXAMPLE: MR. JOHNS WANTED TO TEST HIS CLASS ON ALL KEY VOCABULARY TERMS USED IN A UNIT ON BANKING. HE SYSTEMATICALLY WROTE DOWN ALL WORDS IN THE LESSON. A TOTAL OF FIFTEEN WORDS WERE IDENTIFIED AND INCORPORATED INTO A WORD DEFINITION TEST, WHICH HE USED FOR BOTH A PRE-TEST AND A POST-TEST.

(d) HOW IS A "PASSING" SCORE OR ACCEPTABLE LEVEL OF PERFORMANCE DETERMINED?

- A VARIETY OF STRATEGIES CAN BE USED IN ESTABLISHING A MINIMUM MASTERY SCORE.

  - ESTABLISH THE SCORE BASED ON PERFORMANCE OF STUDENTS WHO ARE KNOWN TO BE SUCCESSFUL.

  - APPROXIMATE A SCORE (E.G., 90%) BASED ON CURRENT LEARNING OR PERFORMANCE RATES.

  - GIVE THE TEST TO A GROUP OF STUDENTS AND ESTABLISH THE PASSING SCORE AS THE MEDIAN OR 75TH PERCENTILE OF THESE STUDENTS.

  - IDENTIFY LEVELS OF PERFORMANCE FROM THE NATURAL ENVIRONMENT THAT ARE NECESSARY FOR SUCCESS IN THOSE ENVIRONMENTS.

- HOW ARE ITEMS SELECTED FOR CRITERION-REFERENCED TESTS?

  - SAMPLE ALL ITEMS.

  - THIS STRATEGY IS ACCEPTABLE IF THE DOMAIN IS LIMITED AND MANAGEABLE.
  - SAMPLE REPRESENTATIVE ITEMS.

  - THIS STRATEGY IS APPROPRIATE WHEN DUPLICATION OF SEVERAL ITEMS IS PRESENT IN THE TOTAL DOMAIN.

    - FOR EXAMPLE, IF THE SKILL BEING TESTED IS VOWEL DIAGRAPHS (EA, EE, IE, OU), NOT ALL WORDS INCLUDING THESE DIAGRAPHS NEED TO BE INCLUDED. RATHER, THE TEST WOULD INCLUDE A CERTAIN NUMBER OF WORDS WITH EACH OF THE DIAGRAPHS.

  - RANDOM SAMPLING

    - THIS STRATEGY IS NECESSARY WHEN THE DOMAIN IS SUFFICIENTLY LARGE TO PRECLUDE EITHER OF THE ABOVE TWO STRATEGIES.

10.0 WHAT TO ASSESS

10.1 IN THIS SECTION, WE WILL DISCUSS STRATEGIES AND GUIDELINES FOR DEFINING THE ITEM SELECTION PROCEDURE (ADAPTED FROM HOPKINS AND ANTES, 1978)

10.1.1 SINCE THE CONTENT OF ASSESSMENT OR CURRICULUM IS DISCUSSED IN A SEPARATE MODULE, IT WILL NOT BE EMPHASIZED.

(a) THE FOCUS WILL BE PLACED ON SELECTING ITEM FORMATS FOR ASSESSING THE CURRICULUM.

10.1.2 WE WILL DISCUSS:

(a) SELECTION TYPE ITEMS
(b) AND SUPPLY TYPE ITEMS

10.2 SELECTION TYPE

10.2.1 SELECTION TYPE ITEMS ARE SELF-CONTAINED AND DO NOT ALLOW THE STUDENT TO GO BEYOND THE ITEM IN ANSWERING THE PROBLEM.

10.2.2 MULTIPLE CHOICE

(a) MULTIPLE CHOICE ITEMS MUST BE ANSWERED BY SELECTING A RESPONSE FROM A SET OF POSSIBLE (ALTERNATIVE) RESPONSES.

(b) MULTIPLE CHOICE ITEMS CONSIST OF TWO BASIC COMPONENTS :

- A STEM (OR STIMULUS) WHICH THE STUDENT MUST USE TO IDENTIFY AN APPROPRIATE AND COMPLETING RESPONSE
- AND A SET OF ALTERNATIVES (DISTRACTORS) FROM WHICH THE CORRECT RESPONSE MUST BE SELECTED.

(c) THE ADVANTAGE IS EASE IN SCORING.

- THE DISADVANTAGE IS THE INVESTMENT REQUIRED TO CONSTRUCT THE TEST.

(d) MULTIPLE CHOICE ITEMS ARE USEFUL FOR LITERAL COMPREHENSION AND APPLICATION.

- THEY ARE LESS USEFUL FOR THE ASSESSMENT OF

ANALYSIS, SYNTHESIS, OR EVALUATION SKILLS.

(e) THE FOLLOWING GUIDELINES SHOULD BE FOLLOWED IN CONSTRUCTING MULTIPLE CHOICE TYPE ITEMS.

- PROVIDE EXTENSIVE DIRECTION IN ANSWERING THE ITEM.
- SELECT DISTRACTORS OR ALTERNATIVES SO THEY REPRESENT THE RANGE OF POSSIBLE RESPONSES.
- CLEARLY PRESENT THE TASK AND THE EXPECTED RESPONSE.
- USE A QUESTION IN THE STEM WHENEVER POSSIBLE.
- LIST THE ALTERNATIVES IN A COLUMN.
- AVOID THE USE OF NEGATIVES IN THE STEM.
- ENSURE THAT ALL ALTERNATIVES ARE CONSTRUCTED IN A PARALLEL MANNER.
- AVOID CLUES IN THE ALTERNATIVES.
- USE DISTRACTORS OF EQUAL DIFFICULTY FOR THE NAIVE STUDENT.
- AVOID TRICK QUESTIONS.
- VARY THE SERIAL POSITION OF THE CORRECT CHOICE.

10.2.3 TRUE-FALSE ITEMS

(a) TRUE-FALSE PRESENTS A DECLARATIVE STATEMENT THAT PURPORTS TO BE AN ACCURATE REFLECTION OF THE STATE OF SOMETHING.

- THE STUDENT IS EXPECTED TO AGREE (MARK IT 'TRUE') OR DISAGREE (MARK IT 'FALSE').

(b) A NUMBER OF ISSUES SHOULD BE CONSIDERED WHEN CONSTRUCTING AND USING T/F SELECTION TYPE ITEMS.

- CLEARLY SPECIFY A SITUATION WHICH IS ENTIRELY TRUE OR FALSE.
- CONFINE THE LENGTH AND COMPLEXITY OF THE SENTENCE.
- AVOID SPECIFIC DETERMINERS ("ALWAYS", "NEVER").
- AVOID AMBIGUITY, VAGUENESS, OR OPEN-ENDED ISSUES.
- MAKE ALL STATEMENTS PLAUSIBLE.

- DIRECT THE STATEMENT IN A POSITIVE MANNER.
- AVOID DOUBLE NEGATIVES.
- USE THE SAME APPROXIMATE NUMBER OF TRUE AND FALSE STATEMENTS.

10.2.4 MATCHING ITEMS

(a) MATCHING ITEMS INCLUDE A LIST OF STIMULUS FEATURES AND POSSIBLE RESPONSES THAT ARE RELATED ON ONE-TO-ONE BASIS. THE STUDENT IS DIRECTED TO PAIR THEM TOGETHER.

(b) WHEN CONSTRUCTING OR USING MATCHING TYPE ITEMS, THE FOLLOWING SHOULD BE CONSIDERED:

- KEEP BOTH LISTS HOMOGENEOUS
- CLEARLY ESTABLISH THE BASIS FOR THE RELATIONSHIP
- KEEP THE LIST SHORT (FROM 5 TO 8 ITEMS IN EACH LIST)
- ARRANGE THE LISTS IN A LOGICAL AND ORDERLY FASHION
- INCLUDE RESPONSES WHICH MATCH MORE THAN ONE ITEM OR DON'T MATCH ANY
- PRESENT BOTH LISTS IN THE SAME VISUAL FIELD
- DIRECT THE STUDENT IN WHICH WAY TO MATCH

10.2.5 CLASSIFICATION

(a) CLASSIFICATION TYPE SELECTION ITEMS PROVIDE THE STUDENT WITH ELEMENTS OF TWO SETS, AND REQUEST A CATEGORIZATION OF ALL MEMBERS OF ONE SET WITHIN MEMBERS OF THE OTHER SET.

(b) WHEN CONSTRUCTING OR USING CLASSIFICATION TYPE SELECTION ITEMS, THE FOLLOWING GUIDELINES SHOULD BE CONSIDERED:

- BE CERTAIN THAT THE SETS ARE MUTUALLY EXCLUSIVE.
- INCLUDE AN EXHAUSTIVE LIST OF ELEMENTS IN A SET.

10.3 SUPPLY TYPE ITEMS

10.3.1 SUPPLY TYPE ITEMS DIRECT THE STUDENT TO COMPLETE THE RESPONSE BY PROVIDING THE CORRECT ANSWER RATHER THAN SELECTING IT.

(a) THE STIMULUS ITEM PROVIDES VARYING DEGREES OF FREEDOM IN STRUCTURING THE STUDENT'S RESPONSE.

10.3.2 CLOZE ITEMS

(a) IN CLOZE SUPPLY TYPE ITEMS, THE STIMULUS ITEM CONTAINS ALL BUT A MINIMAL AMOUNT OF INFORMATION THAT THE STUDENT IS REQUESTED TO COMPLETE.

- FILL-IN-THE-BLANK TYPE ITEMS ARE MOST COMMONLY USED IN THIS TYPE.

(b) WHEN DEVELOPING OR USING CLOZE SUPPLY TYPE ITEMS, THE FOLLOWING ISSUES SHOULD BE CONSIDERED:

- MAKE CERTAIN ONLY ONE RESPONSE IS CORRECT FOR EACH BLANK.

- INCLUDE ENOUGH INFORMATION IN THE STIMULUS TO ENSURE COMPARABILITY ACROSS STUDENT RESPONSES.

- LEAVE THE BLANK SPACE NEAR THE END OF THE SENTENCE.

- OMIT ONLY SIGNIFICANT WORDS CENTRAL TO THE AREA OF KNOWLEDGE WHICH IS BEING TESTED.

- USE CONSISTENT SIZE BLANKS ACROSS ALL ITEMS.

- AVOID STRUCTURING THE ANSWER THROUGH SYNTAX (I.E. USE OF SINGULAR/PLURAL).

10.3.2 SHORT ANSWER

(a) SHORT ANSWER SUPPLY TYPE ITEMS PROVIDE THE STUDENT WITH A QUESTION OR DIRECTIVE TO RESPOND WITH A SHORT PHRASE, WITH LITTLE STRUCTURE OR CONSTRAINT ON THE CONTENT OF THE ANSWER.

(b) WHEN USING OR DEVELOPING SHORT ANSWER SUPPLY TYPE ITEMS, THE FOLLOWING ISSUES SHOULD BE CONSIDERED:

- THE QUESTION OR STATEMENT SHOULD SPECIFY A CONCISE AND SIMPLE ANSWER.

- INCLUDE RULES FOR RESPONDING IN THE DIRECTIONS DESIRED.

10.3.3 EXTENDED ANSWERS

(a) EXTENDED ANSWER SUPPLY TYPE ITEMS PRESENT A STIMULUS ITEM IN THE FORM OF A QUESTION OR DIRECTIVE AND REQUIRE THE STUDENT TO PROVIDE AN EXTENDED ANSWER THAT IS LONGER THAN A PHRASE OR ONE SENTENCE.

- FEW RESTRICTIONS ARE PROVIDED FOR STRUCTURING THE RESPONSE.

- USEFUL FOR ATTENDING TO 'HIGHER ORDER' ISSUES (I.E., ANALYSIS, SYNTHESIS, COMPARISONS, AND EVALUATIONS).

(b) WHEN USING OR WRITING EXTENDED ANSWER ITEMS, KEEP THE FOLLOWING GUIDELINES IN MIND.

- MAKE THE STATEMENT OR QUESTION CLEAR AND CONCISE.

- PROVIDE THE WEIGHTS OR POINTS FOR EACH OF THE ITEMS.

- PROVIDE CLEAR DIRECTIONS FOR STRUCTURING THE STUDENT'S RESPONSE.

11.0 HOW TO ASSESS ACADEMIC PERFORMANCE

11.1 IN THIS SECTION, WE WILL DISCUSS SOME GUIDELINES AND CONSIDERATIONS RELATED TO HOW TO ASSESS ACADEMIC PERFORMANCE.

11.1.1 SOME OF THIS MATERIAL WAS DISCUSSED BRIEFLY IN PART 2 OF THIS MODULE, I.E., ASSESSMENT FUNDAMENTALS.

(a) HOWEVER, THE EMPHASIS IN THIS SECTION WILL BE ON THE ASSESSMENT OF ACADEMIC PERFORMANCE.

(b) WE WILL DISCUSS:

- ADMINISTERING TESTS
- SCORING TESTS
- REPORTING THE OUTCOMES

11.2 ADMINISTRATION OF THE TEST

11.2.1 REGARDLESS OF THE TYPE OF TEST BEING ADMINISTERED OR THE SUBJECT AREA BEING ASSESSED, A NUMBER OF TEST ADMINISTRATION CONSIDERATIONS SHOULD BE KEPT IN MIND TO IMPROVE THE ACCURACY AND UTILITY OF THE RESULTS.

11.2.2 TIMING OF THE TEST

(a) MANY ASSESSMENTS DO NOT EXAMINE HOW MUCH TIME A STUDENT REQUIRES TO COMPLETE A TEST OR ACTIVITY. RATHER MEASUREMENT IS LIMITED TO NUMBER OR PERCENT CORRENT AND INCORRECT.

- LEARNING IS NOT JUST THE ACQUISITION OF ACCURATE INFORMATION OR SKILLS. LEARNING ALSO INVOLVES THE STUDENT'S FLUENCY OR PROFICIENCY AT A TASK OR SKILL.

- FOR EXAMPLE, A STUDENT MAY BE 100% ACCURATE AT FILLING OUT A JOB APPLICATION, BUT IF IT TAKES THE STUDENT MORE THAN 30 MINUTES TO COMPLETE IT, S/HE MAY NOT BE ABLE TO COMPETE WITH MORE EFFICIENT APPLICANTS.

(b) RECORDING HOW LONG IT TAKES FOR A STUDENT TO COMPLETE A SKILL ACCURATELY IS IMPORTANT FOR A NUMBER OF REASONS.

- HAVING TIME ALLOWS THE TEACHER TO CALCULATE A STUDENT'S RATE OF PERFORMANCE. THIS CALCULATION SIMPLY EXPANDS THE SUMMARY INFORMATION AVAILABLE.

- FORMULA: $\frac{\text{\# OF BEHAVIORS}}{\text{AMOUNT OF TIME}} * \text{RATE}$

- E.G., WORDS READ PER MINUTE
  NUMBER OF TASKS COMPLETED PER HOUR
  NUMBER OF WIDGETS ASSEMBLED PER HOUR

- HAVING TIME ALLOWS THE TEACHER TO DETERMINE THE DURATION OF TIME REQUIRED TO COMPLETE A TASK.

- DURATION REFERS TO THE AMOUNT OF TIME TO START AND FINISH A SINGLE TASK OR ACTIVITY.

- E.G., HOW LONG IT TAKES TO BALANCE A CHECKBOOK.

- TIMED ASSESSMENTS ALLOW THE TEACHER TO EVALUATE RELATIVE PROFICIENCY ACROSS STUDENTS .

- ALLOWING FOR AN EVALUATION OF INSTRUCTIONAL EFFECTIVENESS AND EFFICIENCY.

- IT IS POSSIBLE TO EVALUATE WHETHER SUFFICIENT "OPPORTUNITY TO RESPOND" HAS BEEN PROVIDED FOR BOTH THE HIGHEST AND LOWEST PERFORMING STUDENTS.

11.2.3 DEVELOPING STANDARDIZED DIRECTIONS.

(a) WHEN ADMINISTERING ACADEMIC ASSESSMENTS, UNIFORM DIRECTIONS OR INSTRUCTIONS SHOULD BE PROVIDED.

(b) THE PURPOSE OF SUCH STANDARDIZATION IS TO:

- DIRECT THE STUDENTS TO RESPOND TO THE ESSENTIAL FEATURES OF THE TEST QUESTION.

- THIS ASSISTANCE INCREASES THE LIKELIHOOD THAT THE CONTENT OF THE TEST IS INDEED VALID, I.E., THAT THE STUDENT IS

  RESPONDING TO THE RELEVANT FEATURES OF THE ITEM.

- ENSURE COMPARABILITY ACROSS ALL STUDENTS.

- THAT IS, TO INSURE THAT NO ONE'S PERFORMANCE IS DIFFERENTIALLY AFFECTED BY THE MANNER IN WHICH THE TEST IS GIVEN.

- ENSURE COMPARABILITY ACROSS TIME.

- AS TEST RESULTS ARE COMPARED FROM PRE- TO POST-TEST OUTCOMES, THIS STANDARDIZATION OF INSTRUCTION ATTEMPTS TO INCREASE THE PROBABILITY THAT THE CHANGE IS NOT A RESULT OF VARIATION IN ADMINISTRATION.

11.2.4 PHYSICAL CONDITIONS.

(a) SINCE THE PURPOSE OF TESTING IS OFTEN TO DETERMINE "OPTIMAL PERFORMANCE," IT IS IMPORTANT THAT PHYSICAL CONDITIONS BE CONSIDERED DURING ASSESSMENTS.

- THE VALIDITY OF A TEST IS OFTEN TIMES INFLUENCED BY THE CONDITIONS UNDER WHICH THE ASSESSMENTS ARE ADMINISTERED.

(b) THE FOLLOWING FACTORS SHOULD BE CONSIDERED:

- LIGHTING OF THE ROOM MUST BE ADEQUATE TO READ AND WRITE.

- NOISE MUST BE OF LOW THRESHOLD, PROVIDING AN UNDISTURBED ASSESSMENT.

- INTERRUPTIONS MUST BE AVOIDED TO KEEP THE STUDENT'S ATTENTION ON THE TESTING.

- COMFORTABLE SURROUNDINGS (HEATING AND VENTILATION) MUST BE PRESENT TO MAXIMIZE PERFORMANCE.

- MATERIALS MUST BE PRESENT AND ORGANIZED TO MINIMIZE WAITING ON THE PART OF THE STUDENT.

- THIS IS ESPECIALLY IMPORTANT IN GROUP TESTING AND WITH STUDENTS WHO ARE EASILY DISTRACTED BY LONG TRANSITIONS OR PREPARATION ACTIVITIES.

11.3 SCORING THE TEST

11.3.1 PRIOR TO THE ACTUAL ADMINISTRATION OF THE TEST, PLANS SHOULD BE MADE FOR THE SCORING OF STUDENT RESPONSES.

11.3.2 A NUMBER OF ISSUES NEED TO BE CONSIDERED WHEN PLANNING FOR THE SCORING OF STUDENT PERFORMANCE ON TESTS OR OTHER ASSESSMENT INSTRUMENTS.

(a) WHO WILL SCORE THE TEST? TEACHERS? AIDES? STUDENTS?

(b) HOW TO SCORE MISSING OR UNANSWERED ITEMS - ARE THEY TO BE TREATED AS INCORRECT OR ABSENT?

(c) WHAT TYPE OF SCORING KEYS WILL BE ESTABLISHED?

(d) WILL INTER-SCORER RELIABILITY BE DETERMINED? IF SO, WHAT PROCEDURES WILL BE USED?

- THIS SIMPLY EXAMINES HOW ACCURATE A GIVEN SCORER MIGHT BE.

11.3.3 IN PREPARING TO SCORE A TEST, IT IS IMPORTANT TO DETERMINE THE UNIT OF ANALYSIS.

(a) THIS ISSUE REFERS TO THE SIZE OR AMOUNT OF A LEARNER'S PERFORMANCE THAT WILL BE USED TO DETERMINE A SCORE.

- THE UNIT OF ANALYSIS IS IMPORTANT IN TERMS OF THE SCALING OF THE TEST AND DETERMINING THE RANGE OF POSSIBLE SCORES.

- MANY TESTS MAY COMPRISE SUBUNITS, EACH WITH A SUBTOTAL. THE TEACHER WILL NEED TO DETERMINE WHETHER THE STUDENT'S SCORE WILL BE REPORTED FOR EACH SUBTEST OR SUMMED ACROSS SUBTESTS AND REPORTED FOR THE TOTAL TEST?

EXAMPLE: A STANDARDIZED TEST THAT ACCOMPANIES A COMMERCIALLY PREPARED SOCIAL STUDIES CURRICULUM CONTAINS FIVE MAJOR UNITS; EACH UNIT HAS FIVE ASSESSMENT ITEMS. THE PUBLISHERS STATE THAT FOUR CORRECT OUT OF FIVE ARE NEEDED FOR EACH UNIT TO BE CONSIDERED PASSING (OR MASTERY). BECAUSE THIS SMALL NUMBER OF ITEMS DOES NOT ADEQUATELY ASSESS THE CURRICULUM FOR EACH UNIT, SERIOUS SCORING, AND VALIDITY PROBLEMS EXIST. SO MR. SMITH HAS DECIDED TO BASE MASTERY ON THE TOTAL TEST SCORE, USING 21 OUT OF THE TOTAL OF 25 AS THE CRITERION FOR MASTERY.

11.3.4 SCALING PROPERTIES.

(a) SCALING REFERS TO THE RANGE OF NUMBER OF ITEMS USED TO SCORE A STUDENT'S PERFORMANCE.

(b) THE GUIDING RULE SHOULD BE TO MAXIMIZE THE SCALE AS MUCH AS POSSIBLE.

EXAMPLE: MR. LIGHT HAS ADMINISTERED A SPELLING TEST TO HIS TOP GROUP OF STUDENTS. HE SAMPLED WORDS FROM THE NEWSPAPER, ADMINISTERING ONE WORD IN ROLLING DICTATION EVERY 10 SECONDS, FOR A TOTAL TIME OF 2 MINUTES. HE DECIDED TO SCORE THE WORDS BY COUNTING THE NUMBER OF CORRECT LETTER SEQUENCES, RATHER THAN THE TOTAL NUMBER OF WORDS SPELLED CORRECTLY. THE RANGE FOR THE FORMER UNIT (CORRECT LETTER SEQUENCES) WAS 56 TO 223, WHILE FOR THE LATTER UNIT (WORDS CORRECT), THE SCORES RANGED FROM 6 TO 17. CLEARLY, GREATER SENSITIVITY EXISTS WITH CORRECT LETTER SEQUENCES. OTHER EXAMPLES INCLUDE THE USE OF CORRECT DIGITS VS. PROBLEMS IN MATH, AND NUMBER OF LETTERS WRITTEN VS. WORDS IN WRITTEN EXPRESSION.

11.3.5 INSTRUCTIONAL RELEVANCE.

(a) INSTRUCTIONAL RELEVANCE REFERS TO THE NATURE OF THE UNIT FOR SCORING TEST RESPONSES.

(b) THE UNIT OF BEHAVIOR SHOULD BE MEANINGFUL AND HAVE CONTEXT VALIDITY OF ITS OWN.

EXAMPLE: A SAMPLE OF JIM'S WRITING WAS ANALYZED TO DETERMINE IF HE HAD ANY SIGNIFICANT "DEFICITS" (I.E. HIS WRITING CONTAINED SIGNIFICANTLY SIMPLER SYNTAX AND STRUCTURE THAN USED BY AGE/GRADE PEERS). HIS WRITING WAS ANALYZED FOR SEVERAL VARIABLES: THE NUMBER OF SYLLABELES PER WORD, THE NUMBER OF MATURE WORDS, THE NUMBER OF CORRECT WORD SEQUENCES AND THE MEAN NUMBER OF WORDS PER SENTENCE-UNIT. OF ALL OF THESE INDICES, THE LAST ONE IS PROBABLY THE MOST CLEARLY RELATED TO A MEASURE OF "COMPLEXITY" AND SYNTAX, AND THEREFORE HAS INSTRUCTIONAL RELEVANCE.

11.3.6 SENSITIVITY TO CHANGE.

(a) TO USE DATA IN THE FORMATIVE EVALUATION OF PROGRAMS, IT IS IMPORTATNT THAT THE DATA REFLECT CHANGES IN STUDENT PERFORMANCE OVER RELATIVELY SHORT PERIODS OF TIME.
EXAMPLE: IN THE WRITING SITUATION ABOVE, IN WHICH A STUDENT'S WRITING SAMPLE WAS SCORED FOR THE NUMBER OF WORDS PER SENTENCE-UNIT, A PROBLEM MAY EXIST IN HOW SENSITIVE THE MEASURE IS TO PERFORMANCE CHANGE, ESPECIALLY OVER BRIEF PERIODS OF TIME IT IS NOT UNUSUAL TO FIND THAT STUDENTS INCREASE THE NUMBER OF WORDS PER SENTENCE-UNIT AT A MAXIMUM RATE OF ONLY 1.5 WORDS PER YEAR. INSTRUCTIONAL RELEVANCE MAY CONFLICT WITH SENSITIVITY.

11.3.7 COST-EFFECTIVENESS.

(a) CLEARLY ALL MEASUREMENT DATA MUST BE USEFUL AND USABLE IN A MANNER THAT FACILITATES THEIR INCORPORATION INTO THE DAILY CLASSROOM ROUTINE.

(b) THE FOLLOWING REPRESENT QUESTIONS THAT ASSESS THE COST-EFFECTIVENESS OF A MEASUREMENT SYSTEM.

- HOW MUCH TIME IS TAKEN IN THE ADMINISTRATION, SCORING AND REPORTING OF THE SCORES?

- HOW MUCH MONEY IS EXPENDED?

- WHAT IS THE IMPACT ON THE PROGRAM FOR MAKING DECISIONS WITH AND WITHOUT THE DATA? ADVANTAGES? DISADVANTAGES?

- WHAT ARE THE SHORT- AND LONG-TERM EFFECTS OF DAILY ASSESSMENT PROCEDURES?

- WHAT ALTERNATIVE PROCEDURES ARE AVAILABLE? WHAT INFORMATION WILL BE GAINED OR LOST?

11.4 REPORTING THE OUTCOME

11.4.1 USING PERCENT

(a) PERCENT IS USEFUL FOR TWO BASIC REASONS.

- MAKES THE DATA ACROSS DIFFERENT TEST OR SUBTESTS COMPARABLE WHEN THE NUMBER OF ITEMS ARE NOT EQUAL.

EXAMPLE: MR. POE WANTED TO COMPARE JIM'S PERFORMANCE ON THE MATH TEST FROM THE LATEST UNIT AGAINST HIS PERFORMANCE ON THE PREVIOUS UNIT. JIM'S SCORE WAS THE SAME FOR BOTH TESTS - AN OBTAINED SCORE OF 70. HOWEVER, THE LATEST TEST INCLUDED ONLY 75 ITEMS, WHILE THE EARLIER TEST HAD A TOTAL OF 100 ITEMS. TO MAKE A FAIR COMPARISON ACROSS TWO SITUATIONS WHICH HAVE PRESENTED THE STUDENT DIFFERENT OPPORTUNITIES TO RESPOND, MR. POE HAS DECIDED TO USE PERCENT CORRECT. JIM'S PERFOMANCE ON THE FIRST TEST WAS 93 PERCENT CORRECT, AND ON THE LATER TEST, ONLY 70 PERCENT CORRECT. CLEARLY, HE HAD DONE BETTER ON THE PREVIOUS TEST.

(b) FOCUSES PERFORMANCE ON ACCURACY.

- PERCENT CORRECT IS ESSENTIALLY A MEASURE OF ACCURACY. IT IS CALCULATED BY THE FOLLOWING

FORMULA:

$$\frac{\text{\# CORRECT}}{\text{\# CORRECT + \# INCORRECT}} \times 100 = \%$$

(c) WHEN USING PERCENT A NUMBER OF CAUTIONS SHOULD BE KEPT IN MIND.

- PERCENT CAN BE QUITE INSENSITIVE WHEN THERE ARE FEWER THAN 10 ITEMS. A ONE ITEM CHANGE WILL CAUSE A LARGE CHANGE IN PERCENT.

- THE DISTRIBUTION OF STUDENTS' SCORES IS NOT EVEN, AND NOT DIRECTLY COMPARABLE ACROSS THE ENTIRE RANGE OF RAW SCORES.

- THE DIFFERENCE BETWEEN RAW SCORES NEAR THE MIDDLE OF THE DISTRIBUTION (FROM 40-60 PERCENT) ARE NOT THE SAME AS THE COMPARABLE DIFFERENCE OF THE RAW SCORES NEAR EITHER OF THE TAILS (10-20 PERCENT AND 90-100 PERCENT).

11.4.2 USING ABSOLUTE CORRECT AND INCORRECT SCORES

(a) WHEN THE NUMBER OF ITEMS A STUDENT GETS CORRECT OR INCORRECT IS OF IMPORTANCE, REPORTING STRAIGHT CORRECT AND INCOORECT RAW SCORES MAY BE USEFUL.

- ESPECIALLY USEFUL WHEN THE FOCUS IS ON THE AMOUNT OF LEARNING OR NUMBER OF TASKS COMPLETED.

(b) A FEW CAUTIONS ABOUT THE STRAIGHTFORWARD REPORTING OF RAW SCORES NEED TO BE NOTED.

- A STUDENT'S SCORE IS NOT ANCHORED OR RELATED TO THE AVERAGE OR VARIATION OF SCORES EARNED BY OTHER STUDENTS.

- WHEN STUDENTS HAVE DIFFERENT OPPORTUNITIES TO RESPOND, COMPARISONS ON NUMBER CORRECT OR INCORRECT CANNOT BE MADE.

- RAW SCORES DO NOT ALWAYS REFLECT THE NUMBER OF "OPPORTUNITY TO RESPOND".

11.4.3 USING RATE.

(a) RATE OR FREQUENCY OF PERFORMANCE IS ONE OF THE MOST PREFERABLE SCORES FOR REPORTING PERFORMANCE.

(b) RATE SCORES HAVE THE THE FOLLOWING ADVANTAGES:

- THEY MAY DISCRIMINATE DIFFERENT PROFICIENCY LEVELS, I.E., HOW FAST OR FLUENT A STUDENT IS PERFORMING, THAT ARE NOT VISIBLE WITH ACCURACY ALONE.

- THEY ENSURE COMPARABILITY OF DATA BY CONTROLLING FOR THE "OPPORTUNITY TO RESPOND."

12.0 WHAT SKILLS TO ASSESS

12.1 INTRODUCTION

12.1.1 IN THE PREVIOUS PART OF THIS MODULE THE FOCUS WAS ON THE ASSESSMENT OF ACADEMIC SKILLS.

(a) THE DISCUSSION CENTERED ON ARRANGING MATERIALS AND SETTINGS IN A MANNER THAT ALLOWED THE STUDENT TO SHOW CERTAIN ACADEMIC PERFORMANCE...AND, IN TURN, ALLOW TEACHERS TO EVALUATE STUDENT LEARNING AND INSTRUCTIONAL EFFECTIVENESS.

12.1.2 MANY OF THE GENERAL PRINCIPLES AND GUIDELINES DISCUSSED IN THAT SECTION MAY BE APPLIED TO THE ASSESSMENT OF SOCIAL SKILLS.

(a) INCLUDING TIME IN ASSESSMENTS
(b) ANALYZING "OPPORTUNITIES TO RESPOND"
(C) INSURING MEASUREMENT OF RELIABILITY AND VALIDITY
(d) ETC.

12.1.3 A MAJOR DIFFERENCE OF THIS PART OF THE MODULE WILL BE A FOCUS ON THE DIRECT OBSERVATION OF SOCIAL BEHAVIORS WITHIN THE CONTEXT OF "NATURAL" SETTING CONDITIONS.

(a) WE WILL LOOK AT SOCIAL SKILLS WITHIN THE CONTEXT OF THE ANTECEDENTS AND CONSEQUENCES OF THE SETTING IN WHICH THEY OCCUR.

(b) BEHAVIORS DO NOT OCCUR IN A VACUUM...AND THE TERM "SOCIAL SKILL" USUALLY MEANS THAT THE BEHAVIORS ARE OCCURRING WITHIN SOME KIND OF SOCIAL CONTEXT.

12.1.4 ANOTHER DIFFERENCE WILL BE A FOCUS ON INTERPERSONAL, SCHOOL FAMILY, AND COMMUNITY BEHAVIORS.

12.2 TO START, WE NEED TO LOOK AT SOCIAL BEHAVIORS IN AN OBJECTIVE AND POSITIVE MANNER, I.E., WE MUST WORK ON REMOVING OUR OWN BIASES AND STEREOTYPES.

12.2.1 ONE WAY THAT THIS CAN BE ACCOMPLISHED IS BY EXAMINING SOCIAL BEHAVIORS WITH RESPECT TO THEIR FREQUENCY OF OCCURRENCE AND TO THE SETTING IN WHICH THEY OCCUR.

12.2.2 A SIMPLE THREE PART CATEGORIZATION FORMAT MIGHT BE CONSIDERED. (DISPLAY T-12.2.2)

(a) BEHAVIORAL EXCESSES ARE THOSE SOCIAL BEHAVIORS THAT A STUDENT EXHIBITS THAT OCCUR TOO MUCH OR OFTEN.

- THESE EXCESSES COULD BE BEHAVIORS THAT NEED TO BE ELIMINATED FROM THE STUDENT'S BEHAVIORAL REPERTOIRE, SUCH AS, HITTING OTHERS, THROWING OBJECTS, ETC.

- THESE EXCESSES COULD ALSO BE BEHAVIORS THAT ARE ACCEPTABLE IN THEIR BASIC FORM BUT ARE UNACCEPTABLE AT THEIR PRESENT RATES, FOR EXAMPLE, TALKING EXCESSIVELY, RAISING HAND TOO OFTEN, DRIVING TOO FAST, ETC.

(b) BEHAVIORAL DEFICITS ARE ANALOGOUS TO EXCESSES EXCEPT THAT THESE ARE BEHAVIORS THAT OCCUR AT LEVELS THAT ARE TOO INFREQUENT... AND GENERALLY NEED TO BE IMPROVED.

(c) BEHAVIORAL ASSESTS ARE BEHAVIORS THAT A STUDENT CURRENTLY POSSESSES THAT ARE FUNCTIONALLY AND SOCIALLY USEFUL TO THEM.

- THESE ARE IMPORTANT BEHAVIORS TO ASSESS BECAUSE THEY MIGHT FUNCTION AS ACCEPTABLE BEHAVIORS THAT COULD BE TAUGHT TO REPLACE UNDESIRABLE ONES AND BECAUSE THEY HELP TEACHERS AND OTHERS SEE THE STUDENT AS A PERSON WITH STRENGTHS.

12.2.3 TEACHERS CAN REMAIN MORE OBJECTIVE AND POSITIVE BY DEFINING WHAT SOCIAL BEHAVIORS THEY ARE ASSESSING OR TEACHING IN "OPERATIONAL" OR OBSERVABLE TERMS

(a) SIMPLY PUT, THIS MEANS DESCRIBING WHAT IS BEING ASSESSED IN TERMS THAT ANOTHER PERSON CAN RELIABLY IDENTIFY THE PRESENCE OF THAT BEHAVIOR. FOR EXAMPLE, "GETTING ALONG WITH OTHERS" IS NOT AN OPERATIONAL DEFINITION BECAUSE IT COULD USED TO LABEL A WIDE VARIETY OF SOCIAL SKILL BEHAVIORS.

AN OPERATIONAL DEFINITION FOR THIS GENERAL AREA MIGHT BE "TALKING WITH TWO PEERS FOR AT LEAST 15 MINUTES" OR "USING THE COMPUTER FOR EQUAL AMOUNTS OF TIME WHEN WORKING ON MATH PROBLEMS WITH ONE OTHER PEER."

12.2.4 A THIRD STRATEGY FOR REMAINING OBJECTIVE DURING THE ASSESSMENT OF SOCIAL BEHAVIORS IS TO APPLY THE "FAIR PAIR PRINCIPLE."

(a) LIKE FOCUSING ON BEHAVIORAL ASSETS, THE "FAIR PAIR PRINCIPLE" EMPHASIZES THE IDENTIFICATION AND ASSESSMENT OF BEHAVIORS THAT WILL TAKE THE PLACE OF OR REPLACE BEHAVIORS THAT NEED TO BE ELIMINATED.

(b) IT IS IMPORTANT TO KEEP IN MIND THAT THE INITIAL AND CONTINUED ELIMINATION OR REDUCTION OF BEHAVIORAL EXCESSES WILL BE FACILITATED IF A BEHAVIOR CAN BE IDENTIFIED TO REPLACE THE EXCESS AND IF THAT BEHAVIOR WILL RESULT IN POSITIVE REINFORCEMENT FOR THE STUDENT.

(c) WE CAN'T EXPECT A BEHAVIOR TO BE REMOVED IF THE STUDENT DOES NOT HAVE A BEHAVIOR TO REPLACE IT.

- IT IS SOMETIMES USEFUL TO THINK OF BEHAVIORS AS BEING COMMUNICATIVE. IF A STUDENT ONLY HAS ONE WAY TO COMMUNICATE (I.E., SET THE OCCASION FOR REINFORCEMENT), S/HE WILL CONTINUE TO USE THAT BEHAVIOR...EVEN IF IT IS SOCIALLY UNDESIRABLE.

12.2.5 A FINAL GUIDE TO HELP US REMAIN POSITIVE AND OBJECTIVE IN OUR ASSESSMENTS OF SOCIAL BEHAVIORS IS TO FOCUS ON SOCIALLY DESIREABLE BEHAVIORS.

(a) THIS STATEMENT IMPLIES THAT WE NEED TO ASSESS AND TEACH BEHAVIORS THAT ARE OF FUNCTIONAL USE TO THE STUDENT IF THEY ARE INCREASED, DECREASED, AND/OR MAINTAINED.

(b) WE NEED TO INSURE THAT THE BEHAVIORS WE ASSESS TO BE TAUGHT OR REINFORCED WILL CAUSE THE STUDENT TO BE PERCEIVED MORE FAVORABLY IN THE SOCIAL ENVIRONMENT AND TO BE MORE LIKELY TO BE REINFORCED BY RELEVANT OTHERS.

12.3 SO, WHAT SOCIAL SKILL CAN WE ASSESS?

12.3.1 THE ANSWER IS SIMPLY ANYTHING THAT CAN BE MEASURED.

12.3.2 RATHER THAN CATEGORIZING THE MANY BEHAVIORS THAT CAN BE ASSESSED, IN THIS SECTION WE WILL DISCUSS THE CHARACTERISTICS OF THOSE SKILLS THAT CAN BE ASSESSED, CHANGED, OR TAUGHT AND THE SETTING IN WHICH THOSE BEHAVIORS ARE OBSERVED. THERE ARE SIX SIMPLE COMPONENTS TO BE ASSESSED. (DISPLAY T-12.3.2)

(a) SETTING = THE PLACE OR CONDITIONS UNDER WHICH A SOCIAL SKILL IS OBSERVED OR EXPECTED TO OCCUR.

- FOR EXAMPLE, A TEACHER MIGHT BE INTERESTED IN ASSESSING HER/HIS STUDENTS' ABILITY TO ASK FOR MATERIALS IN A SOCIALLY APPROPRIATE MANNER, E.G., "PLEASE, MAY I BORROW....." THE SETTING CONDITIONS MIGHT BE DURING A GROUP SCIENCE ACTIVITY, AT THE CASH REGISTER OF A STORE, OR IN THE INDUSTRIAL ARTS AREA. THIS BEHAVIOR IS APPROPRIATE ACROSS A NUMBER OF SETTINGS, WHEREAS, RAISING HAND MAY BE FUNCTIONALLY APPROPRIATE ONLY DURING LARGE GROUP DISCUSSIONS AT SCHOOL OR OTHER SIMILAR SETTINGS.

(b) PRE-DISPOSING FACTORS = THOSE SKILLS, CHARACTERISTICS, OR CONDITIONS THAT ARE ASSOCIATED WITH A SPECIFIC STUDENT AND THAT AFFECT HIS/HER ABILITY TO CHANGE OR LEARN A SOCIAL SKILL. OFTEN TIMES WE LOOK AT A STUDENT'S PRIOR LEARNING HISTORY TO HELP US IDENTIFY CONTRIBUTING INFLUENCES.

- FOR EXAMPLE, BEING ABLE TO LEARN HOW TO SAY "PLEASE, MAY I BORROW..." MAY BE AFFECTED BY A STUDENT'S KNOWLEDGE ABOUT BORROWING, OR HIS/HER ABILITY TO IDENTIFY (LEARNING HISTORY) WHEN TO USE THAT TYPE OF STATEMENT.

(c) PRECIPITATING OR TRIGGERING FACTORS = THOSE THINGS OR EVENTS THAT SIGNAL OR INDICATE TO A STUDENT TO ENGAGE IN A GIVEN SOCIAL BEHAVIOR. THESE TRIGGERING FACTORS FOR MOST STUDENTS SIGNAL SOME KIND OF SOCIALLY APPROPRIATE ADAPTIVE RESPONSE, WHEREAS, THESE SAME FACTORS MAY TRIGGER MALADAPTIVE BEHAVIORS FROM OTHER STUDENTS.

- FOR EXAMPLE, WHEN HE IS OUT OF PAPER, GORDIE RESPONDS BY SAYING "PLEASE, MAY I BORROW...." BUT, KAY, ON THE OTHER HAND, WILL GRAB PAPER FROM A NEIGHBOR WHEN SHE NEEDS ANOTHER PIECE.

(d) CONTRIBUTING FACTORS = THOSE THINGS OR EVENTS THAT FOLLOW A STUDENT'S ACTIONS THAT SERVE TO INCREASE OR DECREASE IT. AGAIN, THESE CONTRIBUTING FACTORS MAY BE ASSOCIATED WITH ADAPTIVE AS WELL AS MALADAPTIVE BEHAVIORS.

- FOR EXAMPLE, GORDIE SAYS "PLEASE, MAY I BORROW...." BECAUSE MANY STUDENTS AND ADULTS WILL HAND LOAN HIM WHAT HE WANTS AND WILL SAY SOMETHING POSITIVE IN RETURN. KAY GRABS ITEMS BECAUSE SHE ALSO GETS WHAT SHE WANTS...AND SHE MANAGES TO GET SOME KIND OF REACTION OR ATTENTION FROM THE PERSON SHE HAS GRABBED FROM.

(e) TIME REFERS TO WHEN, HOW LONG, OR HOW FAST A GIVEN SOCIAL BEHAVIOR IS OBSERVED.

- FOR EXAMPLE, MIKE SAYS "PLEASE, MAY I BORROW..." BUT HE SAYS IT AFTER HE HAS ALREADY GRABBED IT FROM HIS NEIGHBOR. DAVE HAS A SIMILAR TIMING PROBLEM IN THAT HE SAYS THE PHRASE APPROXIMATELY 12 TIMES AN HOUR. IN HIS CASE, THE SOCIAL SKILL IS ACCURATE...BUT IT OCCURS TOO MUCH.

(f) SOCIAL BEHAVIOR = THE ACTUAL BEHAVIOR TO BE CHANGED OR TAUGHT. FOR THE PURPOSES OF THIS MODULE, A SOCIAL BEHAVIOR CAN BE AN APPROPRIATE SOCIAL SKILL OR AN INAPPROPRIATE BEHAVIOR THAT NEEDS TO BE ELIMINATED. IT FUNCTIONS AS A MEANS OF MOVING EFFECTIVELY THROUGH THE SOCIAL ENVIRONMENT.

- FOR EXAMPLE, SAYING "PLEASE, MAY I BORROW..." IS THE SOCIAL BEHAVIOR. WE'VE ALREADY SHOWN HOW IT CAN BE APPROPRIATE AND INAPPROPRIATE. "GRABBING" IS ALSO A SOCIAL BEHAVIOR THAT WE MIGHT NEED TO ASSESS.

12.3.3 LETS LOOK AT SOCIAL BEHAVIORS IN MORE DETAIL... SPECIFICALLY, WE WILL DISCUSS THE DIFFERENT DIMENSIONS THAT A BEHAVIOR MIGHT TAKE AND THAT WE MIGHT FOCUS OUR ASSESSMENT ON. A BEHAVIOR MANY HAVE SIX DIFFERENT DIMENSIONS. (DISPLAY T-12.3.3)

(a) TOPOGRAPHY REFERS TO THE SHAPE OR CHARACTERISTICS THAT A BEHAVIOR HAS.

- FOR EXAMPLE, SHAKING HANDS HAS A VARIETY OF TOPOGRAPHIES: A FORMAL, BUSINESS-RELATED SHAKE; A HIGH-FIVE SHAKE; A "BROTHERS" HANDSHAKE; ETC.

(b) DURATION REFERS TO HOW LONG A BEHAVIOR LASTS

- FOR EXAMPLE, DOES THE HANDSHAKE LAST FOR AN APPROPRIATE LENGTH OF TIME OF ABOUT 2-3 SECONDS, OR DOES IT LAST FOR 10 SECONDS?

(c) LATENCY REFERS TO HOW LONG IT TAKES FOR THE BEHAVIOR TO BE INITIATED AFTER AN APPROPRIATE TRIGGERING EVENT HAS OCCURRED.

- FOR EXAMPLE, AFTER MR. NELSON SAYS "HELLO, NICE TO MEET YOU," DOES ROB SHAKE HANDS WITHIN 2 SECONDS OR DOES HE WAIT UNTIL THE INITIAL GREETINGS ARE CONCLUDED AND THE TOPIC HAS CHANGED.

(d) INTENSITY REFERS TO THE AMOUNT OF FORCE A GIVEN SOCIAL BEHAVIOR MIGHT BE CHARACTERIZED WITH.

- FOR EXAMPLE, A SOCIALLY ACCEPTABLE HANDSHAKE

IS FIRM AND STEADY. THE "DEAD-FISH" GRIP OR THE "IRON-MAN" CLAMP ARE GENERALLY PERCEIVED AS SOCIALLY UNACCEPTABLE.

(e) LOCUS REFERS TO WHERE THE BEHAVIOR OCCURS.

- FOR EXAMPLE, MARK HAS A GOOD STURDY HANDSHAKE BUT HE ONLY USES IT WHEN HE KNOWS THE OTHER PERSON AND WHEN HE IS AT HOME.

(f) FREQUENCY REFERS TO HOW OFTEN OR HOW FAST THE BEHAVIOR OCCURS.

- FOR EXAMPLE, RON LIKES TO SHAKE HANDS AND WILL SOMETIMES SHAKEHANDS 15-20 TIMES A DAY.

12.4 WHAT WE ASSESS CAN COVER A BROAD RANGE OF SOCIAL SKILLS AND BEHAVIORS. RATHER THAN CATEGORIZING THESE BEHAVIORS, WE HAVE DISCUSSED SOME GENERAL GUIDELINES THAT MIGHT HELP US IDENTIFY WHAT TO ASSESS IN AN OBJECTIVE AND SYSTEMATIC MANNER.

12.4.1 WE IDENTIFY SIX CRITICAL SOCIAL SKILL COMPONENTS THAT SHOULD BE ASSESSED.

(a) SETTING IN WHICH THE BEHAVIOR OCCURS OR DOESN'T OCCUR.

(b) PREDISPOSING FACTORS THAT THE STUDENT BRINGS TO THE SETTING.

(c) PRECIPITATING OR TRIGGERING FACTORS THAT SET UP THE OCCASION FOR A GIVEN SOCIAL BEHAVIOR TO OCCUR.

(d) CONTRIBUTING FACTORS THAT TEND TO FOLLOW A BEHAVIOR AND ARE ASSOCIATED WITH AN INCREASE OR DECREASE IN THE BEHAVIOR.

(e) TIME, OR WHEN AND HOW LONG A BEHAVIOR OCCURS.

(f) SOCIAL BEHAVIOR.

12.4.2 WHEN WE LOOK MORE CLOSELY AT THE SOCIAL BEHAVIOR ITSELF, WE SEE THAT IT MAY BE DESCRIBED AND ASSESSED ALONG ONE OR MORE DIMENSIONS.

(a) FREQUENCY
(b) TOPOGRAPHY
(c) LOCUS
(d) INTENSITY
(e) DURATION
(f) LATENCY

13.0 HOW TO ASSESS SOCIAL SKILLS

13.1 FOLLOWING THE FOCUS OF THE PREVIOUS SECTION, WE WILL DISCUSS

HOW TO ASSESS SOCIAL SKILLS FROM A GENERIC APPROACH.

13.1.1 WE WILL EMPHASIZE PROCEDURES AND GUIDELINES THAT SHOULD BE APPLICABLE ACROSS A WIDE VARIETY OF SOCIAL SKILLS AND BEHAVIORS.

(a) THESE PROCEDURES AND GUIDELINES SHOULD ALSO BE USEFUL IN ADAPTING COMMERCIALLY PREPARED ASSESSMENT DEVICES TO YOUR INDIVIDUAL ASSESSMENT PURPOSES.

13.1.2 FOLLOWING THE DIRECT INTERVENTIONIST APPROACH THAT SERVES AS A FOUNDATION FOR OUR WORK IN SPECIAL EDUCATION, WE WILL CONTINUE TO FOCUS ON OBSERVABLE BEHAVIORS.

13.2 FIRST A REMINDER OF SOME BASICS.

13.2.1 WE ALREADY MENTIONED THAT WE WILL FOCUS ON OBSERVABLE BEHAVIORS, BUT THIS IS ALSO RELATED TO BEING PERFORMANCED-BASED.

(a) WE WANT TO SEE SOCIAL SKILLS IN ACTION...SO WE MUST ASSESS SOCIAL SKILL ACTION RATHER THAN PROMISES.

13.2.2 AS DISCUSSED IN PART 1 OF THIS MODULE, WE WILL ASSESS SOCIAL SKILLS IN A FORMATIVE FASHION.

(a) TO GET THE BEST MEASURE OF SOCIAL SKILL ACQUISITION AND MAINTENANCE, WE SHOULD ASSESS REGULARLY OVER TIME RATHER THAN AT THE BEGINNING AND END OF AN INSTRUCTIONAL TIME PERIOD.

13.2.3 WE SAID THAT THERE ARE FOUR BASIC LEVELS OF ASSESSMENT.

(a) ARCHIVAL RECORDS
(b) VERBAL REPORTS
(c) TESTS
(d) DIRECT OBSERVATION

13.2.4 IN THE ASSESMENT OF SOCIAL SKILLS, WE WILL FOCUS ON THE USE OF DIRECT OBSERVATION PROCEDURES.

14.0 INDIRECT OBSERVATION STRATEGIES

14.1 THERE ARE NUMBER OF WAYS TO ASSESS SOCIAL SKILLS WITHOUT DIRECTLY OBSERVING THE SOCIAL BEHAVIOR.

14.1.1 ANECDOTAL REPORTS CAN TAKE TWO BASIC FORMS.

(a) WE CAN OBTAIN INFORMATION ABOUT A STUDENT'S SOCIAL SKILLS FROM WRITTEN RECORDS. THESE WRITTEN RECORDS REPRESENT A PERSON'S INTERPRETATION AND DESCRIPTION OF A STUDENT'S SOCIAL SKILLS;

HOWEVER, THE READER SHOULD BE CAREFUL ABOUT THE MEANING DERIVED FROM SUCH REPORTS.

- A READER'S INTERPRETATION IS BASED ON THE WRITER'S INTERPRETATION OF THE STUDENT'S BEHAVIOR...SO THE READER IS DEVELOPING SECONDHAND IMPRESSIONS.

- SOME WRITTEN REPORTS ARE BASED ON INTERVIEWS WITH OTHER RELEVANT INDIVIDUALS IN THE STUDENT'S LIFE WHICH DILUTES THE VALIDITY EVEN FURTHER.

- AN AUTHOR'S WRITTEN IMPRESSIONS HAVE SELF-FULFILLING EFFECTS AND MAY CAUSE THE READER TO INFER MORE THAN IS ACCURATE.

- FOR EXAMPLE, WHEN MR. NELSON READ ABOUT GEORGE'S "AGGRESSIVE BEHAVIOR," HE ASSUMED THAT GEORGE WAS PHYSICALLY AGGRESSIVE, I.E., HIT OTHERS AND DESTROYED PROPERTY. HOWEVER, GEORGE IS ACTUALLY ONLY VERBALLY AGGRESSIVE, I.E., HE TALKS-BACK AND TENDS TO CALL PEOPLE DEROGATORY NAMES.

- WRITTEN REPORTS ARE FREQUENTLY BASED ON A STUDENT'S PRIOR BEHAVIORAL HISTORY, AND MAY OR MAY NOT REFLECT THE STUDENT'S CURRENT SOCIAL SKILL LEVELS.

(b) ANECDOTAL REPORTS MAY ALSO BE OBTAINED THROUGH STRUCTURED AND UNSTRUCTURED VERBAL INTERACTION. LIKE WRITTEN REPORTS THESE INDIRECT ASSESSMENTS PROVIDE INFORMATION ABOUT A STUDENT'S SOCIAL SKILLS THROUGH ANOTHER PERSON'S INTERPRETATIONS AND DESCRIPTIONS. SIMILAR USE PRECAUTIONS APPLY. IN ADDITION,

- VERBAL REPORTS ARE FREQUENTLY SHAPED OR INFLUENCED BY THE INTERACTION BETWEEN THE PEOPLE DISCUSSING THE STUDENT. FOR EXAMPLE, A PERSON'S SOCIAL OR PROFESSIONAL STATUS MAY CAUSE THE SPEAKER TO EMBELLISH A DESCRIPTION TO MEET THEIR EXPECTATIONS ABOUT THE LISTENER.

14.1.2 CHECKLISTS, INVENTORIES, AND RATING SCALES ARE OTHER COMMONLY USED FORMATS FOR ASSESSING SOCIAL BEHAVIORS.

(a) THESE ASSESSMENT DEVICES HAVE THE FOLLOWING CHARACTERISTICS:

- USUALLY A FIRST STEP IN ASSESSING SOCIAL SKILLS AND BEHAVIORS.

- FREQUENTLY USED TO IDENTIFY SOCIAL SKILL PROBLEMS RATHER THAN STRENGTHS.

- ALSO OFTEN USED TO IDENTIFY FEELINGS AND ATTITUDES AS WELLS AS PERSONALITY CHARACTERISTICS, E.G., SELF-CONCEPT, SELF-ESTEEM.

- GENERALLY FILLED OUT BY SOMEONE WHO HAS OBSERVED THE STUDENT OVER TIME AND KNOWS THE STUDENT WELL.

- PARENT, TEACHER, PEER, OR STUDENT

- BEHAVIORAL STATEMENTS OR DESCRIPTIONS ARE PRESENTED AND THE RATER MUST JUDGE TO WHAT DEGREE THE STATEMENT DESCRIBES THE STUDENT.

- BASED ON OPINION RATHER THAN DIRECT MEASURES.

(b) A NUMBER OF WEAKNESSES ARE ASSOCIATED WITH CHECKLISTS AND RATINGS SCALES THAT AFFECT THEIR RELIABILITY AND VALIDITY.

- ASSESSMENT OUTCOMES ARE SUBJECTIVELY BASED AND DEPENDENT UPON THE RATERS OBSERVATION SKILLS, MEMORY, AND ABILITY TO JUDGE OR RATE BEHAVIOR.

- TEND TO EMPHASIZE THE ASSESSMENT OF INAPPROPRIATE BEHAVIORS.

- FREQUENTLY ASSUMED TO MEASURE "HYPOTHETICAL CONSTRUCTS" (I.E., NON-SPECIFIC PERSONALITY STATES THAT ARE ASSUMED TO EXIST THOUGH NOT DIRECTLY OBSERVABLE).

- BECAUSE THEY TEND TO BE GENERAL SCREENING DEVICES WITH A LIMITED SAMPLE OF RESPONSE CHOICES, THEY MAY NOT ACCURATELY REFLECT THE SPECIFIC BEHAVIORAL STRENGTHS AND WEAKNESSES OF A STUDENT.

- TEND NOT TO BE DIRECTLY TRANSLATABLE INTO EDUCATIONAL PROGRAMMING. USUALLY REQUIRES ADDITIONAL IN-DEPTH ASSESSMENT AND EVALUATION.

- MOST RATING SCALES AND CHECKLISTS HAVE BEEN DEVELOPED AND VALIDATED FOR ELEMENTARY AGE STUDENTS. THERE ARE FEW THAT ARE DIRECTLY APPLICABLE TO THE ADOLESCENT AND YOUNG ADULT.

(c) SOME COMMONLY USED CHECKLISTS THAT HAVE BEEN IDENTIFIED AS USEABLE WITH ADOLESCENTS:

- DEVEREUX CHILD BEHAVIOR RATING SCALE (SPIVACK & SPOTTS, 1966)

- DESIGNED TO BE USED BY PARENTS FOR STUDENTS AGED 13-18.

- 12 CATEGORIES (E.G., "UNETHICAL BEHAVIOR," "EMOTIONAL DISTANCE," "PHYSICAL INFERIORITY-TIMIDITY".

- MOONEY PROBLEM CHECK LISTS (MOONEY & GORDON, 1950)

- GRADES 7-12 AND COLLEGE (NOT NORM-REFERENCED)

- COMPLETED BY STUDENTS

- HIGH SCHOOL VERSION HAS 11 AREAS (E.G., FINANCES, LIVING CONDITIONS AND EMPLOYMENT; SOCIAL AND RECREATIONAL ACTIVITIES; AND COURTSHIP, SEX AND MARRIAGE).

- OTHERS

- A PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS (BOWER & LAMBERT, 1962).

- PUPIL BEHAVIOR INVENTORY (VINTER, SARRI, VORWALLER, & SCHAFER, 1966).

- HAHNEMANN HIGH SCHOOL BEHAVIOR RATING SCALE (SWIFT & SPIVACK, 1973).

(d) CHECKLISTS AND RATING SCALES SHOULD BE USED IF

- A GENERAL SCREENING IS DESIRED

- IF DIRECT MEASUREMENT PROCEDURES CANNOT BE IMPLEMENTED

- IF SUBJECTIVE INTERPRETATIONS CAN BE TOLERATED.

14.1.3 SOCIOGRAMS AND OTHER SIMILAR PROCEDURES ARE SOMETIMES USED TO ASSESS SOCIAL SKILLS.

(a) IN GENERAL, THESE PROCEDURES REQUIRE STUDENTS TO RATE THEMSELVES ALONG A SINGLE CRITERION OR CONTINUUM OF DESCRIPTORS IN RELATIONSHIP TO THEIR PEERS OR SOCIAL ENVIRONMENT.

(b) INTENDED PURPOSES:

- TO IDENTIFY WORK HABITS

- TO DETERMINE RELATIVE POPULARITY/UNPOPULARITY, ACCEPTANCE/REJECTION, IMPULSIVITY/COMPULSIVITY,

COOPERATION/NON-COMPLIANCE

- TO IDENTIFY LEVEL OF SELF-CONCEPT OR SELF-ESTEEM, SELF-IMAGE

- TO IDENTIFY FEELINGS/ATTITUDE TOWARD SCHOOL, HOME, COMMUNITY, SCHOOL, ETC.

(c) SOCIOGRAMS GENERALLY ASK THE STUDENT TO

- NAME OTHER STUDENTS WHO BEST MATCH SOME DESCRIPTOR

  - EXAMPLE, NAME THREE STUDENTS WHO ARE GOOD STUDENTS.

- RANK ORDER THEMSELVES AND/OR STUDENTS

  - MOST TO LEAST POPULAR

(d) CAUTIONS

- CONFIDENTIALITY MUST BE MAINTAINED

- RATINGS ARE SUBJECTIVELY BIASED AND EVALUATED

- DO NOT TRANSLATE IN TEACHABLE OBJECTIVES

14.2 THE ABOVE INDIRECT STRATEGIES FOR ASSESSING SOCIAL SKILLS AND BEHAVIORS CAN BE USEFUL; HOWEVER, A CLEAR UNDERSTANDING OF THEIR LIMITATIONS AND PURPOSE IS NECESSARY.

14.2.1 THEIR USE TENDS TO BE LIMITED TO THE GENERAL SCREENING OF STUDENT SOCIAL SKILLS SO THAT RELATIVE RELATIVE RATINGS OR COMPARISONS CAN BE MADE.

14.2.2 BECAUSE THEY ARE INDIRECT MEASURES, THEY ARE CHARACTERIZED BY SUBJECTIVE INTERPRETATION.

15.0 DIRECT ASSESSMENT STRATEGIES OF SOCIAL SKILLS

15.1 IN THIS SECTION OF THE MODULE WE WILL DISCUSS BASIC STRATEGIES FOR ASSESSING SOCIAL SKILLS THROUGH THE USE OF DIRECT OBSERVATION PROCEDURES.

15.1.1 WE WILL FOCUS ON THE SIMPLE AND COMMONLY USED ASSESSMENT PROCEDURE CALLED A FUNCTIONAL ANALYSIS.

15.1.2 AS A REMINDER, THE EFFECTIVE AND RELIABLE USE OF DIRECT OBSERVATION SYSTEMS IS DEPENDENT UPON:

(a) A CLEAR AND OPERATIONAL DEFINITION OF WHAT SOCIAL SKILL IS BEING ASSESSED.

(b) FORMATIVE EVALUATION

(c) AN UNDERSTANDING OF THE DIRECT RELATIONSHIP BETWEEN THE SOCIAL BEHAVIOR AND THE SETTING OR ENVIRONMENTAL CONDITIONS.

15.1.3 "DIRECT" REFERS TO ASSESSING A SOCIAL BEHAVIOR AS IT IS OCCURRING.

(a) UNLIKE PREVIOUSLY MENTIONED PROCEDURES SUBJECTIVE INTERPRETATIONS AND JUDGEMENTS ARE REDUCED.

(b) OBJECTIVE AND DESCRIPTIVE DATA ARE PROVIDED; THUS, REDUCING THE NEED TO INFER SOME UNDERLYING, UNOBSERVABLE HYPOTHETICAL CONSTRUCT...THAT MAY NOT BE DIRECTLY MANIPULATABLE.

15.2 FUNCTIONAL ANALYSIS AND FUNCTIONAL RELATIONSHIPS

15.2.1 A FUNCTIONAL ANALYSIS IS A PROCEDURE FOR DIRECTLY OBSERVING A STUDENT'S BEHAVIOR AND THE SETTING CONDITIONS ASSOCIATED WITH THE BEHAVIORS.

(a) IT IS TEMPORALLY OR TIME-BASED, THAT IS, SOCIAL BEHAVIOR EVENTS ARE ASSESSED AND EVALUATED WITHIN AND ACROSS TIME.

(b) IT CONSISTS OF FOUR MAJOR COMPONENTS.

- THE STUDENT'S SOCIAL BEHAVIOR

- ANTECEDENT OR PRECEDING EVENTS TO THE BEHAVIOR

- CONSEQUENCE OR FOLLOWING EVENTS TO THE BEHAVIOR

- AND TIME.

(c) OUTCOMES FROM A FUNCTIONAL ANALYSIS ARE TESTABLE STATEMENTS ABOUT A STUDENT'S BEHAVIOR AND FACTORS EXISTING IN THE SETTING.

- CAUSE-EFFECT RELATIONSHIPS CAN BE DEVELOPED

- PREDICTABLE BEHAVIORAL CHAINS CAN BE IDENTIFIED

15.2.2 CONDUCTING A FUNCTIONAL ANALYSIS IS ACCOMPLISHED BY OBSERVING THE SEQUENCE OF EVENTS AND BEHAVIORS THAT ARE ASSOCIATED WITH A STUDENT'S BEHAVIORS. A SIMPLE FORMAT CAN BE USED. (DISPLAY 15.2.2)

(a) DIRECTIONS

- THE OBSERVER SHOULD NOTE THE TIME ON AT LEAST FIVE MINUTE INTERVALS TO GET SOME ESTIMATE OF THE DISTRIBUTION OF THE STUDENT'S BEHAVIORS OVER TIME.
- BRIEFLY DESCRIBE EACH STUDENT BEHAVIOR IN THE "BEHAVIOR" COLUMN.
- BRIEFLY DESCRIBE EACH ANTECEDENT OR CONSEQUENCE THAT IS CONTINGENTLY OR DIRECTLY ASSOCIATED WITH A BEHAVIOR.
- IF A CONSEQUENCE ALSO FUNCTIONS AS AN ANTECEDENT FOR THE NEXT BEHAVIOR, INDICATE WITH A CHECK ( ) OR A "C" IN THE ANTECEDENT COLUMN.
- BEHAVIORAL CHAINS ARE THUS INDICATED.

(b) ILLUSTRATION (DISPLAY T-15.2.2a AND T-15.2.2b)

TARGET STUDENT = JIM

SETTING = MATH CLASS; STUDENT'S ENGAGED IN INDIVIDUAL SEATWORK...QUIETLY. MR. RUTHERFORD IS GRADING HIS PAPERS AND ANSWERING A FACULTY MEMO ABOUT THE STAFF POTLUCK DINNER ON FRIDAY AFTERNOON.

OBSERVATION EVENTS = JIM IS SITTING AT HIS DESK WITH THE TASK OF FINISHING HIS MATH WORKSHEETS. ELLEN, WHO IS SITTING NEXT TO JIM, HAS DECIDED THAT KICKING JIM'S CHAIR WOULD BE MORE ENTERTAINING. THE RESULT IS THAT JIM BECOMES DISTRACTED AND REACTS BY KICKING ELLEN'S CHAIR. MR. RUTHERFORD'S ATTENTION IS DIRECTED TO JIM WHO HE VERBALLY REPRIMANDS WITH "DON'T YOU BE KICKING ELLEN!!" AND WHO HE SENDS TO THE OFFICE TO SEE THE VICE PRINCIPAL. JIM STOMPS AND TROMPS OUT OF THE CLASSROOM, BUT NOT BEFORE HE WINKS AT ELLEN WHO WINKS BACK.

FUNCTIONAL ANALYSIS OBSERVATION FORM

STUDENT_____ OBSERVER_____

TEACHER_____ DATE_____

SETTING

TIME	ANTECEDENTS	BEHAVIORS	CONSEQUENCES

STUDENT_____Jim_____ OBSERVER___Mr. Nelson_____

TEACHER___Mr. Rutherford_____ DATE____7/25/85____

SETTING: 9:25 Math class; independent seatwork; math worksheets. Mr. Rutherford sitting at desk at front of room. Jim sitting next to Ellen.

TIME	ANTECEDENTS	BEHAVIORS	CONSEQUENCES
9:27	Ellen kicks Jim's chair	Jim kicks Ellen's chair	Mr. R. "don't kick kick Ellen." Mr. R. sends Jim to the office.
9:28		Jim stomps & tromps out of room.	
9:29		Jim winks at Ellen.	Ellen winks back.

15.2.3 FUNCTIONAL RELATIONSHIPS ARE DERIVED FROM AN ANALYSIS AND TESTING OF INFORMATION FROM A FUNCTIONAL ANALYSIS.

(a) AN "F.R." IS DEFINED AS A STATEMENT DESCRIBING A LAWFUL OR PREDICTABLE RELATIONSHIP BETWEEN TWO VARIABLES, USUALLY THE STUDENT'S BEHAVIOR AND ANTECEDENT OR CONSEQUENCE EVENTS.

- THE BEHAVIOR OF INTEREST IS CALLED THE DEPENDENT VARIABLE.

- THE AFFECTING VARIABLES (I.E., ANTECEDENTS OR CONSEQUENCES) ARE CALLED INDEPENDENT VARIABLES.

- A FUNCTIONAL RELATIONSHIP EXISTS WHEN A PREDICTABLE STATEMENT CAN BE MADE ABOUT THE RELATIONSHIP BETWEEN DEPENDENT AND INDEPENDENT VARIABLES.

(b) FUNCTIONAL RELATIONSHIPS ARE FIRST DERIVED FROM TESTABLE EXPLANATIONS.

- A TESTABLE EXPLANATION IS A SPECIFIC STATEMENT ABOUT POSSIBLE FUNCTIONAL RELATIONSHIPS IN WHICH OBSERVABLE DEPENDENT AND INDEPENDENT VARIABLES ARE INDICATED.

  - EXAMPLE, "WHENEVER THE TEACHER HAS A TRANSITION BETWEEN LESSONS THAT EXCEED FIVE MINUTES, THE NUMBER OF TALKOUTS INCREASES THREEFOLD."

  - EXAMPLE, IF ELLEN SITS NEXT TO JIM DURING MATH CLASS, JIM DOES NOT FINISH HIS WORK AND WILL TALK WITH ELLEN."

(c) A DANGER IS THE CREATION OF EXPLANATORY FICTIONS.

- AN EXPLANATORY FICTION IS A NON-SPECIFIC STATEMENT ABOUT POSSIBLE FUNCTIONAL RELATIONSHIPS IN WHICH THE INDEPENDENT OR DEPENDENT VARIABLES ARE NOT OBSERVABLE OR MANIPULATABLE. SOMETIMES THE INDEPENDENT VARIABLE IS A RESTATEMENT OF THE DEPENDENT VARIABLE.

  - EXAMPLE, "WHENEVER PETER IS HYPERACTIVE, HE TALKS BACK AT THE TEACHER." BECAUSE "HYPERACTIVITY" CAN TAKE SO MANY DIFFERENT FORMS, IT IS NOT OBSERVABLE.

  - EXAMPLE, "ELLEN FAILS TO MAKE FRIENDS BECAUSE SHE IS EMOTIONALLY DISTURBED."

  - EXAMPLE, "JIM DOESN'T GET ALONG WITH ADULTS BECAUSE HE IS A JUVENILE DELINQUENT."

(d) A TESTABLE EXPLANATION IS A FUNCTIONAL RELATIONSHIP IF A SYSTEMATIC MANIPULATION OF THE INDEPENDENT VARIABLE PRODUCES A PREDICTABLE CHANGE IN THE DEPENDENT VARIABLE.

- IF AN UNDESIRABLE, UNPREDICTABLE, AND/OR NON-ADAPTIVE FUNCTIONAL RELATIONSHIP IS IDENTIFIED, THE TEACHER'S TASK IS TO CHANGE THE TESTABLE EXPLANATION OR DEVELOP A MORE APPROPRIATE ONE.

  - EXAMPLE, IF WE CHANGE ELLEN AND GREG'S SEATS SO THAT GREG IS NEXT TO JIM, AND IF JIM DOES NOT TALK WITH OR TOUCH GREG, THEN OUR TESTABLE EXPLANATION STATEMENT ABOUT JIM SITTING NEXT TO ELLEN IS A FUNCTIONAL RELATIONSHIP.

    IF JIM TALKS WITH OR TOUCHES GREG, THEN OUR TESTABLE EXPLANATION WILL NEED TO BE ADJUSTED SO THAT IT WILL ACCOUNT FOR JIM'S BEHAVIORS AND THE SETTING CONDITIONS.

(e) FUNCTIONAL RELATIONSHIP STATEMENTS ARE NOT ONLY USEFUL IN ASSESSING SOCIAL SKILL BEHAVIORS BUT ALSO IN IDENTIFYING A POSSIBLE PLACE TO START INTERVENTIONS OR TEACHING STRATEGIES.

- WE CAN IDENTIFY WHETHER ACCEPTABLE REPLACEMENT BEHAVIORS EXIST IN THE STUDENT'S BEHAVIORAL REPERTOIRE AND WHETHER THESE BEHAVIORS OCCUR AT THE RIGHT TIMES AND PLACES.

(f) FUNCTIONAL ANALYSIS AND FUNCTIONAL RELATIONSHIPS ARE VERY USEFUL ASSESSMENT AND EVALUATION TOOLS.

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MCLOUGHLIN, J. A., & LEWIS, R. B. (1982). ASSESSING SPECIAL STUDENTS: STRATEGIES AND PROCEDURES. COLUMBUS, OH: MERRILL.

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WHITE, O. R., & HARING, N. G. (1980). EXCEPTIONAL TEACHING (2ND ED.). COLUMBUS, OH: MERRILL.

T-15.2.2(c)

STUDENT _____Jim_____ OBSERVER _____Mr. Rutherford_____

TEACHER _Mr. Rutherford___ DATE ____7/25/85___

SETTING: 9:25 Math class; independent seatwork; math worksheets. Mr. Rutherford sitting at desk at front of room. Jim sitting next to Ellen.

TIME	ANTECEDENTS	BEHAVIORS	CONSEQUENCES
9:27	Ellen kicks Jim's chair.	Jim kicks Ellen's chair.	Mr. R. "Don't kick Ellen." Mr. R. sends Jim to the office.
9:28		Jim stomps & tromps out of room.	
9.29		Jim winks at Ellen.	Ellen winks back.

T-15.2.2(b)

ILLUSTRATION

TARGET STUDENT = JIM

SETTING = MATH CLASS; STUDENTS ENGAGED IN INDIVIDUAL SEATWORK... QUIETLY. MR. RUTHERFORD IS GRADING HIS PAPERS AND ANSWERING A FACULTY MEMO ABOUT THE STAFF POTLUCK DINNER ON FRIDAY AFTERNOON.

OBSERVATION EVENTS = JIM IS SITTING AT HIS DESK WITH THE TASK OF FINISHING HIS MATH WORKSHEETS. ELLEN, WHO IS SITTING NEXT TO JIM, HAS DECIDED THAT KICKING JIM'S CHAIR WOULD BE MORE ENTERTAINING. THE RESULT IS THAT JIM BECOMES DISTRACTED AND REACTS BY KICKING ELLEN'S CHAIR. MR. RUTHERFORD'S ATTENTION IS DIRECTED TO JIM WHO HE VERBALLY REPRIMANDS WITH "DON'T YOU BE KICKING ELLEN!!" AND WHO HE SENDS TO THE OFFICE TO SEE THE VICE PRINCIPAL. JIM STOMPS AND TROMPS OUT OF THE CLASSROOM, BUT NOT BEFORE HE WINKS AT ELLEN WHO WINKS BACK.

T-12.3.3

DIMENSIONS OF SOCIAL BEHAVIOR

TOPOGRAPHY

LATENCY

FREQUENCY

LOCUS

INTENSITY

DURATION

T-15.2.2

FUNCTIONAL ANALYSIS OBSERVATION FORM

STUDENT _____ OBSERVER _____

TEACHER _____ DATE _____

SETTING

TIME	ANTECEDENTS	BEHAVIORS	CONSEQUENCES

T-9.2.3(b)

TASK ANALYSIS APPROACH TO ASSESSMENT

MATERIAL	IDENTIFY	ACCURACY	MASTERY	AUTOMATICITY
DIFFICULT				
SIMPLE				

****

T-12.2.2

SOCIAL SKILLS AND SOCIAL BEHAVIORS

BEHAVIOR EXCESSES

BEHAVIOR DEFICITS

BEHAVIOR ASSETS

****

T-12.3.2

WHAT TO ASSESS?

SETTING

PRE-DISPOSING FACTORS

PRECIPITATING OR TRIGGERING FACTORS

CONTRIBUTING FACTORS

TIME

SOCIAL BEHAVIOR

T-8.4

VALIDITY

CONTENT VALIDITY

CRITERION-RELATED VALIDITY

CONSTRUCT VALIDITY

T-9.1.1

THREE MAJOR ASSESSMENT APPROACHES

DIAGNOSIS OR WITHIN-STUDENT ASSESSMENT

PEER COMPARISONS OR BETWEEN-STUDENT ASSESSMENT

MASTER-DOMAIN OR STUDENT/CURRICULUM ASSESSMENT

T-8.1

TECHNICAL ASPECTS PREREQUISITES

CLEAR STATEMENT OF PURPOSE

CLEAR COMMUNICATION OF PURPOSE OF TEST

BIAS FREE

***

T-6.1

LEVELS OF ASSESSMENT

LEVEL ONE: WRITTEN DOCUMENTS OR ARCHIVES

LEVEL TWO: INTERVIEWS AND VERBAL REPORTS

LEVEL THREE: FORMAL AND INFORMAL WRITTEN TESTS

****LEVEL FOUR: DIRECT OBSERVATIONAL DATA

****

T-7.2

ASSESSMENT GUIDELINES

STEP ONE: DESCRIBE THE ASSESSMENT SITUATION

STEP TWO: PLAN THE TEST EXERCISE

STEP THREE: DESCRIBE THE PERFORMANCE TO BE EVALUATED

STEP FOUR: DESIGN A PLAN FOR RATING AND RECORDING PERFORMANCE

T-5.2

ASSESSMENT AND EVALUATION

ASSESSMENT = THE MEASUREMENT OF SOME SET OF SKILLS.

EVALUATION = THE DECISION-MAKING PROCESS THAT WE ENGAGE IN WHEN WE USE AND ANALYZE STUDENT PERFORMANCE DATA.

SUMMATIVE ASSESSMENT AND EVALUATION = MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AGAINST A SPECIFIC LONG TERM OBJECTIVE AT THE BEGINNING AND THE END OF INSTRUCTION.

FORMATIVE ASSESSMENT AND EVALUATION = THE CONTINUOUS MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE THROUGHOUT THE INSTRUCTIONAL PROCESS.

T-5.2.3(c)

DATA-BASED DECISION MAKING

MEASURABLE BEHAVIORS AND EXPECTATIONS

FUNCTIONAL MEASUREMENT PROCEDURES

DIRECT MEASUREMENT OF INSTRUCTIONAL BEHAVIORS

IMPLEMENTABLE ON CONTINUOUS BASIS

DATA-DECISION RULES

"IF-THEN" STATEMENTS

T-3.2

STAGES OF LEARNING

ACQUISITION

FLUENCY OR PROFICIENTY

MAINTENANCE

GENERALIZATION

ADAPTATION

T-4.1.2

EIGHT STEPS IN THE SYSTEMATIC INSTRUCTION MODEL

1. ASSESS
2. SET LONG TERM OBJECTIVES
3. SET SHORT TERM OBJECTIVES
4. WRITE AN INSTRUCTIONAL PLAN
5. WRITE A MEASUREMENT PLAN
6. IMPLEMENT INSTRUCTIONAL AND MEASUREMENT PLAN
7. MODIFY BASED ON DATA
8. EVALUATE

T-1.1

DIRECT INTERVENTIONIST APPROACH

ACTIVE

RESPONSIBLE

FUNCTIONAL

PERFORMANCE-BASED

DYNAMIC

****

T-2.1.3

CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING

STUDENT

TEACHER

SOCIAL ENVIRONMENT OF THE ADOLESCENT/YOUNG ADULT

C/SET MODULE: _____ DATE: _____

TRAINER: _____

Please answer the following questions as honestly as you can. Your responses will be used for the following purposes:

1. To assist trainers in evaluating training effectiveness.
2. To assist in planning future training sessions.
3. To assist in revising C/SET training modules.

General Questions (Check One)

1. Was your attendance at the session(s):

___ a. by your own initiative to gain information on the topical areas?

___ b. by your own initiative as respite from the classroom?

___ c. a requirement you felt good about?

___ d. a requirement you would rather not have had?

Comment (Optional): _____

2. Training session(s) were:

___ a. held at a convenient time and day of the week.

___ b. held at a convenient time but not a convenient day of the week.

___ c. held at a poor time but on an appropriate day of the week.

___ d. neither convenient as to time or day of the week.

Comment (Optional)_____

Suggestions for better time and/or day (optional): _____

3. How appropriate was the length of the training session(s)?

___ much too long
___ somewhat long
___ just right
___ somewhat short
___ much too short

Comment (Optional): _____

Specific Questions (Check One)

1. What is your overall reaction to the information presented in the session(s):

___ I see little or no application
___ I might apply it, but first I need more information
___ I might apply it, but first I need more in-situation feedback and support
___ I will apply it; it could result in an increased effectiveness
___ I have applied it and have found it useful
___ I have applied it and have found it to be ineffective

Comment (Optional): _____

2. The information presented was:

___ new and exciting
___ the same old stuff with a different bend
___ nothing new

Comment (Optional): _____

3. The presentor was:

___ knowledgeable and interesting
___ knowledgeable yet boring
___ unsure about the content, yet interesting
___ unsure about the content and boring

Comment: _____

4. Media used in the session(s) was:

___ very effective
___ adequate
___ poor

Comment: _____

_____

Please send completed evaluations to:

C. Michael Nelson, Ed.D.
Department of Special Education
University of Kentucky
Lexington, KY 40506

5. What was the most important learning that resulted from the session(s)?

6. What was disappointing about the session(s)? What did you need or expect to learn that you didn't?

7. What will you do differently in your classes as a result of the training session(s)?

8. Other comments or suggestions: